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COMBATting DECLINING ATTENDANCE AND ACHIEVEMENT RATES  
THROUGH AN INCENTIVES-BASED APPROACH:  
AN EVALUATION OF THE RENAISSANCE PROGRAM

A Dissertation Presented

by

JOHN F. MCEWAN

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1992

School of Education

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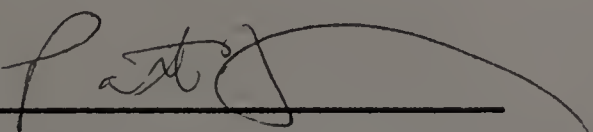
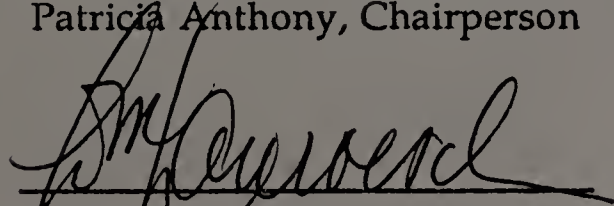
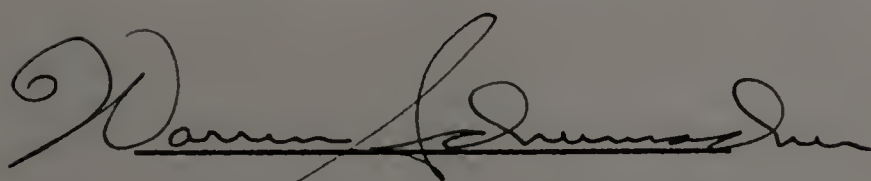
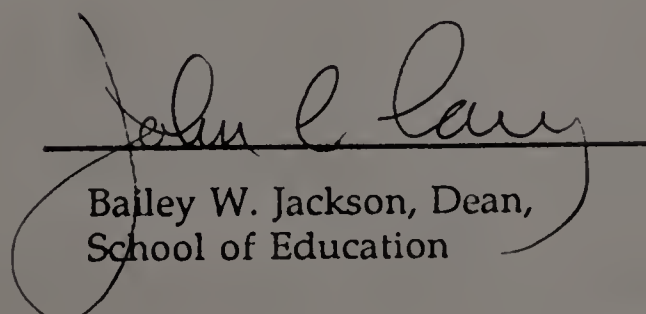
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## ABSTRACT

# COMBATting DECLINING ATTENDANCE AND ACHIEVEMENT RATES THROUGH AN INCENTIVES-BASED APPROACH: AN EVALUATION OF THE RENAISSANCE PROGRAM

MAY 1992

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Many high schools appear to be experiencing declining academic achievement and decreasing attendance. The Renaissance Program, which relies heavily on incentives, is currently being advocated nationally as a solution to these problems and has been implemented in many schools. The effectiveness of this program needs to be evaluated.

School improvement literature from the Excellent Schools, the Essential Schools, and the Effective Schools calls for the institutional use of incentives to improve achievement. The Renaissance Program is an incentives-based approach used by Silver Lake Regional High School in order to improve motivation to achieve. It impacts students and teachers and is dependent on parents and the community for its success. Transforming (i.e., creative) leadership recommends that schools use incentives similar to those used in businesses. Psychological and educational research has shown that incentives are essential for effective motivation.

undertaken by: 1) examining raw data concerning grades and attendance; 2) surveying a random sampling of students, teachers, and parents regarding their perceptions of the program; and 3) interviewing students, teachers, parents, and administrators, concerning their impressions about the effectiveness of the program.

Since the implementation of the Renaissance Program, grades and attendance have improved and drop-out rates have decreased. Work attitudes and school spirit have also improved since the program was introduced. The program has been applicable to all students because of it is multi-faceted and flexible. There is teacher, parent, and community support for the program. However, in all three areas, there is a need for increased support.

The program has been seen as mainly administrative-driven. There needs to be more student, parent, and teacher participation in the planning of the program. Student incentives need to be kept fresh but there does not seem to be a need for formal teacher incentives as part of the program. There is a great deal of support for the program and it has been seen as having a positive impact on the school as a whole.



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## CHAPTER 1

### INTRODUCTION

#### Background of the Problem

Public schools in America have worked under enormous strains and stresses over the past decade. They have been challenged and even mandated to improve academic performance in order to meet the growing and ever-changing needs of the twenty-first century. Research in the 1980s, such as A Nation at Risk, strongly suggest that American students were falling behind their foreign counterparts and floundering in a state of academic mediocrity.

The schools have also been strangled by inordinate fiscal limitations that have hampered the "best laid plans" of today's educators. For every innovative educational program, or possible future computer lab with a burdensome price tag, there have been insurmountable override questions on ballots and governmental, bureaucratic quagmires of financial priorities.

Students who are currently in school cannot wait for politicians to come to the aid of education. Educators must find solutions within their own schools. The foundations for academic improvement exist in the schools and, although financial

constraints create problems, the resources must be sought from within schools themselves to find creative alternatives.

Budget constraints and Proposition 2 1/2 withstanding, progress in education has occurred. Curricular changes have been developed, and, through inservice programs, teachers have been encouraged to do their best to improve student performance and motivation. Some improvement has resulted, but educators are still facing the challenge of combatting the apathy fueled by some students' satisfaction with mediocrity.

Educators today have been frustrated because of the financial problems of their schools' budgets. Not only have they lacked the materials needed to improve their curricula, but they also have been faced with the challenge of enormous staff reductions. Both students and staff have had to deal with the burdens of increasing pressures and diminishing morale in many schools. The energy and commitment for change had to come from within the schools, but the ideas and methodology needed for change had to come from the community and the world of business.

### Statement of the Problem

Many high schools have faced declining academic achievement and decreasing attendance. An approach which relies heavily on incentives is being advocated nationally and has been implemented in many schools. The effectiveness of this program needs to be evaluated.

Silver Lake Regional High School of Kingston, Massachusetts, like many other high schools, has faced these problems of declining academic achievement and decreased attendance. Current circumstances, however, require that improvement in these two areas had to be undertaken at minimum cost to the district. The school as a whole had to find a creative approach to its problems; they needed a way to motivate their students to want to achieve more and to be at school more regularly. In 1989 the Silver Lake Regional High School implemented an incentives program to address these issues.

William Wayson in Up from Excellence (1989) wrote, "With the pressure facing schools to upgrade academic progress and requirements, it is necessary that high achievement be made more desirable." (p.89) Those in education are not looking for easy answers to their academic and financial problems. However, any answers would be helpful. The Renaissance Program and its long list of suggestions could be one of those solutions that can bring about change from within.

In the spring of 1988, Josten's, a company which specializes in school rings, introduced a new resource for high schools in America: the Renaissance Program. This private resource, in the form of a public service, was attempting to create a supportive environment for excellence in schools across the country. The primary method to transmit support and encouragement to schools was in introductory conferences for school administrators across the country called "Gatherings of Eagles" and in the pages of a simple magazine. The Eagle's Eye, the



title of the magazine, was to serve as a resource for ideas to initiate student and teacher incentives programs in high schools across the country. The Renaissance Program, through the use of its magazine, workshops, and general networking, has become a source for many changes in high schools across the nation.

Currently, there are almost two thousand schools in the Renaissance Program. This program provides a network of ideas to improve academic performance which have had little or no cost attached to them. The Renaissance Program has addressed personal motivation and satisfaction in order to compensate for morale problems and performance. An obvious goal has been to celebrate academic success and to make it "in" to be committed to excellence. S.H. Rossi, Regional Sales Manager for Josten's noted in an introductory letter to Renaissance Conference participants:

Education is everyone's concern. We at Josten's are trying to do something in conjunction with educators to make the educational community stronger than ever before. We don't pretend to have answers to all of our educational problems; however, we do know that through educators, parents, students, community, and business working together, we will solve most of the problems.  
(S. H. Rossi, personal communication, April 2, 1990)

Incentives programs, inspired by the Renaissance Program, include a wide variety of activities. These ideas are based on suggestions from other Renaissance schools or from brainstorming with the students and staff. Students are also involved in developing incentives programs. Students are also being challenged to develop their own list of suggestions for incentives. They are enthusiastically embracing the program and have suggested ways to expand it.

Ross Larson, the executive director of the Renaissance Program, put together an introductory pamphlet in 1991 noting the successful changes initiated through the Renaissance Program around the country. In this work, Larson explained the rationale behind Renaissance and cited specific successful programs developed by administrators, teachers, and parents and students. These programs have been developed in order to improve achievement, attendance, and morale in high schools.

Renaissance schools excel at developing innovative academic performance-based incentives and partnerships. The grade point privilege system is one of the most widely used incentives at Renaissance schools. Students who reach a certain grade point for a grading period receive a card entitling them to privileges like these: free reserved parking; free lunch at school cafeteria; early priority registration; free admission to athletic events; final exam exemption; reimbursement of SAT or ACT test fees; discounts at the student school bookstore; special, exclusive academic t-shirts; discounts from local merchants; all-expenses-paid field trips. (Larson, 1991, p.4)

In most schools, The Renaissance Program is not limited to just student motivation. It also addresses the motivational and support needs of the teachers. It calls upon administrators, students, parents, and the community as a whole to find ways to show their appreciation for what teachers do.

Another focal point of the Renaissance Program is its effort to get parents more involved in the school. The current lack of support and involvement of parents in secondary education is a situation that can no longer be ignored.

Another vital component of an effective Renaissance Program is the active participation of the business community with the school. Businesses need to see that by supporting the efforts of today's students that they are improving the community as a whole. They are developing positive relations with the school community and creating appreciative, productive future customers.

Surely, neither the Renaissance Program nor any other incentives program is the panacea for school's academic or financial problems. It will not replace a mediocre curriculum, an uncommitted staff, or unmotivated students. It also will not fill in all of the gaps due to financial neglect. However, improving the motivation of students and staff could improve achievement and attendance in our schools. As many schools across the country plan to expand the Renaissance Program, it is important to investigate whether this approach is just a trendy gimmick, or if it is really an under-utilized resource for effective school improvement.

There needs to be a basis in theoretical research to underline the worth of the Renaissance Program or any organized incentives program. Proven, successful

results in schools need an explanation. Therefore, it is appropriate and necessary to measure the effectiveness of school incentives programs, such as Josten's Renaissance Program for Academic Excellence.

### Purpose of the Study

The purpose of the study is to determine whether the Renaissance Program for Academic Excellence does effectively improve academic achievement and attendance in high schools.

The study will attempt to answer the following questions:

1. Do incentives-based programs motivate students to achieve in high school?
2. Do incentives-based programs motivate students to improve attendance in high school?
3. Is there more community involvement in the school because of incentives-based programs?
4. Does school climate improve because of incentives-based programs?



### Significance of the Study

One group of educational researchers has delved into the business world in order to find inexpensive but effective ways to improve productivity. These studies are an offshoot of the excellence literature in business that has been spearheaded by Peters and Waterman in such books as In Search of Excellence (1982) and Passion for Excellence (1985). This school of thought uses eight principles of management that the researchers found common in excellent companies and adapted them to engender excellence in schools.

Focusing on productivity through people, the business gurus, Peters and Waterman, noted many times in their work, "Get the incentives right and the productivity will follow. If we give people big, straightforward monetary incentives to do right and work smart, the productivity problem will go away. Over-reward the top performers." (1962, p. 43) In schools, this translates into the concept that, if we find incentives that are attractive to our students and staff, they will become more productive. This is true even with students who are already achieving in school and could be attractive to those who need encouragement.

Roueche and Baker, in Profiling Excellence in American Schools (1986) have made a number of recommendations about how schools can achieve the excellence described by Peters and Waterman, "The characteristics of well-run companies tend to match those of high-achieving schools. That is, the principals participating in this study exhibit...seven attributes." One of those attributes is a commitment by the

school to reward work done by its students and staff. The use of rewards "culminates in excellence within the school and the education it delivers." (p. 63)

A number of educational programs developed in the 1980s have asserted that there is a need for schools to effectively use incentives in order to achieve the high performance needed from today's students. Roueche and Baker (1986), in describing the criteria they had discovered necessary for establishing excellent schools, emphasized that a principal must be able to "communicate clearly defined school goals and to monitor and reward student and faculty achievement." (p. 63)

TheodoreSizer, the founder of the Essential Schools Movement, in Horace's Compromise (1984), echoed a similar thought when he said, "Get a person to believe in himself, and give him a powerful incentive to learn, and the results can be striking." (p. 59) In a later article (1986), Sizer went on to say that the foundation for his Coalition was based on nine points including the fact that "Incentives appropriate to particular students and teachers should be emphasized...." (p. 41)

Finally, the Effective Schools Movement which has "identified and described school climates most conducive to the teaching and learning process," (Robinson, 1985, p. 1), points out in many ways how important incentives are to learning. Wayson (1989) pointed out that effective schools "celebrate their successes and give recognition to staff and students for their achievements." (p. 204)

Incentives, then, have been recommended as an essential part of the planning for today's principals. Knowing what incentives to use and how to most effectively use those incentives can be very important to today's educators. Knowledge of current incentives programs and their effectivity could be of real help to principals working toward their vision of a more productive school.

Therefore, because there are almost two thousand schools currently involved with the Renaissance Program for Academic Improvement, this study could provide a research base to those schools involved in the program in order to show whether there is indeed a relationship between the Renaissance Program and academic performance and motivation. It also would be a resource to those schools which are considering whether or not to introduce an incentives-based program to their students.

The study has also been endorsed by the Renaissance Educational Foundation of Minneapolis, Minnesota. The foundation is interested in the effectiveness of the Renaissance Program at Silver Lake Regional High School and its leaders hope to share the findings of this study with the other schools in the Renaissance network.

### Definition of Terms

Public School - Any school which depends on public finance for its operating expenses and is overseen by an elected school board.

Parent - Any individual who is the biological or legal guardian of a child enrolled in a public school.

High School Teacher - Any individual who is certified to instruct subjects in Grade 9 through 12, and works at one of those grade levels.

Attitude - A personal disposition common to individuals, but possessed to different degrees, which impels them to react to objects, situations, or propositions in ways that can be called favorable or unfavorable (Guilford and Fruchter, 1977).

Renaissance Program - a partnership between business and education, bringing ideas and people together to find ways for our children to experience the true joy of learning and to recognize educators as dedicated and valued professionals. (Larson, 1991)

Incentive - Anything that urges a person on; cause of action or effort; motive; stimulus. (Thorndike, 1983)

### Limitations of the Study

The findings of this study are limited to a sample of administrators, teachers, students, and parents from Silver Lake Regional High School of Kingston, Massachusetts.



The results of this study may not be applicable to other high schools with differing characteristics from those selected for this study.

The study is descriptive in nature and subject to the limitations of descriptive research.

### Outline of the Study

Chapter I will include an introduction and background of the problem, a statement of the problem, the purpose of the study, the significance of the study, definition of terms, and an outline of the study. Chapter II will present a review of the related literature. Chapter III will present the research design and methods to be used for collecting data for the study. Chapter IV will report the findings, evaluate, and display the data. Chapter V will summarize the findings of the study, draw conclusions, and make recommendations for further study.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction-Transforming Leadership

There is much asked of educators today and, in spite of tighter budgets and other societal demands, the high school principal is expected to be an expert not in just the three R's but in the three E's. Schools have been encouraged to become excellent, effective, and essential. To achieve these important goals, high school principals have called upon all their inner resources to inspire and motivate their staffs and students to reach their full potentials.

James MacGregor Burns, in 1978, wrote Leadership, which is one of the foundations for the research done on excellent companies in the 1980's. In his work, Burns talked about the difference between transactional leadership and transforming leadership. He saw these two activities as the most essential parts of the leader's work day. He defined transactional leadership as "the necessary activities of the leaders that take up most of their days." (p.13) Transforming leadership, however, was defined as "leadership that builds on man's needs for meaning, leadership that creates institutional purpose." (p. 13)

Transforming leadership is not typical of all leaders. Many, because of numerous demands on their time and energy, or because of lack of vision, are caught up with just maintaining programs or being reactive in nature. They really

are just managers. Transforming leaders have the vision, foresight, and ability to take risks. They see things as they can become rather than merely seeing how things are.

Peters and Waterman wrote In Search of Excellence in 1982. In this work, they defined excellence in business and its dependence on Burns's concept of transforming leadership and motivation. It emphasized the necessity of leadership being more than transactual. "The culture of excellent companies can be traced to transforming leadership somewhere in its history." (p. 82) Peters went on to explain:

Transforming leadership is concerned with minutiae as well. But he (sic) is concerned with a different kind of minutiae; he is concerned with the tricks of the pedagogue, the mentor, the linguist--the more successfully to become the value-shaper, the exemplar, the maker of meanings. His job is much harder than that of the transactional leader, for he is the true artist, the true pathfinder. After all, he is both calling for and exemplifying the urge for transcendence that unites us all. At the same time, he exhibits almost boorish consistency over long periods of time in support of his one or two transcending values. No opportunity is too small, no forum too insignificant, no audience too junior. (p. 82)

The transforming leader in education, who is usually the principal, must move beyond daily minutiae that deal with maintenance and look into ways of transforming the school. It is a great challenge for today's educators, especially with

fiscal and personnel limitations. However, it is a fundamental right that students be given the opportunity to get the most from their educational experiences.

One of the most economical and satisfactory ways to get the most out of students' time in school is through the effective use of motivation. Students and teachers alike need to constantly be encouraged to make the extra efforts necessary for success. Through this effective and intentional use of motivation, brought about by appropriate incentives, students can maximize their achievements and compete with students in other countries.

Bishop (1989) observed that Americans are constantly being overwhelmed by their Japanese and German counterparts:

There is no real mystery as to why American high school students do poorly in international competitions of learning. They devote much less time and energy to the task of learning than do students in other industrialized societies. American students average nearly twenty absences a year; Japanese only three a year. School years are longer in Europe and Japan. Studies of time use and time-on-task show that American students actually engage in a learning activity for half the time that they are in school. (p. 27)

Time on task is one of the main differences that Bishop noted in his comparison of American with foreign students. However, he went on to say that the difference also has a great deal to do with attitude and commitment:

Even more important than the time devoted to learning is the intensity of the students' involvement in the process. At the completion of his study of American high schools, TheodoreSizer, leader of the Essential Schools Movement, (1984) characterized students as, "All too often docile, compliant, and without initiative." (p. 54) John Goodlad, author of A Place Called School, described, "a general picture of considerable passivity among students." (p.113)

To overcome the great competition of distractors from serious study will require the skills of outstanding school leaders, who like their counterparts in the excellent companies, use vision, foresight, and risk-taking to bring their schools from the depths of apathy to the heights of excellence. Swymer (1986) found that:

Research shows us that at the center of strong schools are strong and effective principals who are fair, consistent, capable and visible. The priorities of today's administrators should be directed at being visible and creating a positive school learning atmosphere. (p. 89)

When Roueche and Baker wrote their report Profiling Excellence in American Schools (1986), they called upon the leaders of the excellent companies research, Peters and Waterman, in order to define the qualities of an effective principal:

We look at the attributes identified in... In Search of Excellence. There are generic skills---flexibility, autonomy, risk-taking, inovation, commitment. These leaders have a philosophy;



they have high goals; and they ask teachers to accomplish them. They use a very student-centered approach. (p. 60)

Peters reinforced this concept of the effective principal when he was interviewed by the NASSP Bulletin in 1989. When asked about the need for a principal with vision, he said, "There has to be the opportunity and encouragement for principals to experiment and create, taking risks, and surviving those risks as long as they are well thought out." (p. 37) He also emphasized that principals need to know what works well in other schools and that successful schools should be labeled as such.

Principals could very easily be overwhelmed with all that is expected of them. One is reminded, though, of the epithet that with a new idea or approach that first you crawl, then you walk, and then, finally, you run. In Peters's later book, A Passion for Excellence (1985), the author talked to educators and explained:

A passion for excellence means thinking big and starting small: excellence happens when purpose and intense pragmatism meet. This is almost, but not quite, the whole truth. We believe a passion for excellence also carries a price, and we state it simply: the adventure of excellence is not for the faint of heart. (p. 414 )

A great deal of research has been done over the past ten years to define excellent schools, effective schools, and essential schools . Knowing where you want to go is important for any leader but getting a demoralized staff or a disenchanted



student body to work long and hard to get there is one of the greatest problems facing principals today. It calls upon all their creativity and enthusiasm to motivate the teachers and students of their schools to run for the "laurel wreath" of excellence.

Bishop (1989), despite his concern for the state of contemporary American education offered a simple panacea. "The fundamental cause of student and parent apathy is the absence of good signals of effort and learning in high school and a consequent lack of rewards for effort and learning." (p. 28) It would seem apparent that a primary solution for decreased teacher motivation and diminished student achievement would be the conscious, systematic use of incentives in the schools by the principal.

A carrot on a stick appears to be a simple solution to motivation but the important fact is that carrots work as do other incentives. People of all ages respond to rewards and recognition. It is the purpose of this paper to explore how motivation works, particularly through the use of incentives. Beyond this, its purpose is to show how a well thought out, integrated, incentives program can facilitate the beleaguered principal to create a successful, i.e., excellent, effective, or essential school. Leadership in the school can no longer be just forceful, it truly must be creative and transforming.

## Psychological Theories of Motivation

In order to appreciate the role of motivation and incentives as ways to understand how to implement effective programs in schools by transforming leaders, it is important to look at the various schools of psychology regarding motivation. Although the work of Abraham Maslow is the most accepted today, it is helpful to look at a cross-section of theorists over the past century. Certainly an understanding of the works of the psychoanalysts, behaviorists, and the humanists will help explain the foundations for the works of the most cited theorists like Herzberg and Maslow.

Abraham K. Korman, in The Psychology of Motivation (1979), showed how motivation is as primitive and universal as the simplest organisms' responses to various stimuli. His work showed that experiences and choices previously made form the foundations for future motivation. "It is the behaviors that the organism has engaged in the past that have led to the reduction of these specific direct stimuli. Learned stimuli-response link lead to biological survival value." (p. 25) In other words, motivation does not happen in a vacuum. Decisions and choices are made based on the reinforcement of other decisions and earlier choices. Students need to be motivated using stimuli that they find appealing and basic to their needs.

Weiner (1986) in his work on the concept of motivation reinforced these concepts:

An axiom of virtually all the prior as well as extant theories of motivation is that organisms strive to increase pleasure and to decrease pain. Hedonism, the pleasure-pain principle, characterizes the psychoanalytic and drive theories and the influential cognizant theories proposed by Atkinson in achievement theory, Lewin in field theory, and Rotter in social learning theory. Hundreds of experiments document that reward (pleasure) increases the probability of repeating a response, whereas punishment (pain) decreases the probability of repeating a response preceding the negative outcome. (p. 5)

The pleasure-pain principle certainly explains why people are repulsed or attracted to certain activities but its simplicity does not give us a real clear understanding of just how motivation works, particularly motivation to achieve.

Freud and the psychoanalytical school have a totally different explanation of motivation. In his "Outline for Psychoanalysis" which he wrote in 1940, Freud explained motivation in very simple terms:

The forces which we assume to exist behind the tensions caused by the needs of the id are called instincts. They represent the somatic demands upon mental life...They are the ultimate cause of all activity. (p. 148)

Freud then went on to state that there really were only two instincts that were responsible for all motivation. These were Eros and destruction and the psychoanalytical school saw all decisions being motivated in some way by the

instincts of survival of the species and survival of the individual. Korman (1979) explained this more clearly by stating:

The purpose of activity or the reason that behavior arousal occurs and takes the direction it does, is that man has innate needs that must be satisfied. Each of these innate needs gives rise to tensions and stimulation represented as instincts in the mental life of the individual, and the reduction of these tensions is the ultimate cause of all activity. (p. 13)

This is not a very positive approach to motivation and basically relegates all motivation to instinct and innate responses. A more refined explanation is necessary.

Watson's explanation of the conditioned response is classic and one of the foundations for behaviorism. Motivation from a psychological point of view, has been very closely studied by the behaviorists. Operant conditioning has been successfully used for many years and, from Pavlov to Skinner, the theorists have offered their explanations for why people act in certain ways and how to control behavior. These studies have helped develop such diverse programs as token economies for special needs students to brain-washing abominations for prisoners of war. As with all knowledge, the value of conditioning is really found in how it is used by society.



B.F. Skinner in The Technology of Teaching, (1968), explained how behaviorism effects motivation:

Through a proper understanding of contingencies of reinforcement, we should be able to make students eager and diligent and be reasonably sure that they will continue to enjoy the things we teach them for the rest of their lives. (p. 168)

In addition, Skinner, when addressing motivation in education talked about its importance by asserting:

The word student means one who studies. If the Latin root is to be trusted, it also means one who is eager and diligent. This is sometimes hard to believe, yet many students do study and some of them eagerly and if true for all students, education would be vastly more efficient. (p. 145)

Skinner in Beyond Freedom and Dignity (1971) emphasized that "Behavior is shaped by its consequences. Once this fact is recognized, we can formulate the interaction between organisms and the environment." (p. 18) The basis for his thoughts is that environment can be manipulated and, therefore, so can behavior.

One of the ways of implementing motivation strategies successfully is through the use of reinforcement. This can be done to get the effect of perfect attendance or improved grades just, as in business, it is used to improve sales figures or production. Peters, in his book, In Search of Excellence (1982), talked about reinforcement as a motivator and how important Skinner's work is in this area:



First it ought to be specific, incorporating as much information content as possible; second the reinforcement should have immediacy; third, the system of feedback mechanics should take account of achievability; fourth, a fair amount of the feedback comes in the form of intangible but ever-so-meaningful attention from top management; and fifth, unpredictable, intermittent reinforcements work better than those that are expected. (p. 70)

What Peters is saying is that planning for reinforcement or other incentives needs to be done with a clear understanding of the goals of the behavior to be reinforced and an awareness of what will be appealing to the people involved with the motivation. Motivation or incentive programs cannot be an arbitrary part of a supervisor's program. It must be a focal point and part of the overall philosophy and vision of the administration. Again, understanding how motivation "works" is essential for the effective leader.

From Skinner's behavioral research, which emphasizes positive reinforcement, i.e., behaviors are followed by certain kinds of consequences, a great deal can be discovered about motivation. It can be seen that any motivational program that is to be used to reinforce positive behavior, viz., enhanced teacher performance and increased student achievement, needs to be a clear reflection of the people for which it is intended. Rewards need to be symbolic or concrete reflections of things held important by the students and staff. Their input is most important with this kind of incentives program and there needs to be constant feedback as to its effectiveness and appropriateness.

One of the most influential theorists regarding motivation is Abraham H. Maslow, who in 1943 wrote his Theory of Human Motivation. Maslow's hybrid theory of motivation is one of the most accepted and used in education circles today. It was "an effort to integrate into a single theoretical structure the practical truths I saw in Freud, Adler, Jung, D.M. Levy, Fromm, Horney and Goldstein." (Maslow, 1970, p. xi). In Motivation and Personality , (1954), he discussed a hierarchy of human needs that range from lower to higher needs. These include the basic needs: physiological needs, safety needs, belongingness and love needs, esteem needs, need for self-actualization, and aesthetic need. (p. 80)

Maslow's humanistic approach has been emulated and extolled by many educators today. It has greatly influenced schools which now realize that you cannot educate until the student's more basic needs have also been met. Lehman (1989) noted that "A lower level need must be met before the earlier needs can be met." (p. 76)

In Maslow's preface to Motivation and Personality (1970), he not only explained the foundation for his theories, but also described how essential an understanding of motivation is to produce optimum results in the classroom:

Human life will never be understood unless its highest aspirations are taken into account. Growth, self-actualization, the striving toward health, the quest for identity and autonomy, the yearning for

excellence (and other ways of phrasing the striving "upward") must by now be accepted beyond question as a widespread and perhaps universal human tendency. (p. xii)

Maslow's explanation for human motivation has been popular for the past fifty years. His pyramid/hierarchy has become one of the most discussed and used psychological concepts in education and the other social sciences.

Maslow's theory, unlike the behaviorists, has a certain morality and value system built into it. It shows that people, unlike primitive organisms, do not just have a stimuli-response reaction to motivation. Motivation is based on the conscious or subconscious fulfillment of perceived human needs that, ultimately lead to self actualization. The employer or administrator needs to understand that individuals place a value on an incentive and that, unless that incentive complements their perceived needs, the stimuli/motivator will be useless or at most, somewhat effective.

Erikson's Childhood and Society (1963) talked about the need for stage fulfillment before maturity can exist:

A lasting ego identity, we have said , cannot begin to exist without the trust of the first oral stage; it cannot be completed without a promise of fulfillment which from the dominant image of adulthood reaches down into the baby's beginnings and which, by the tangible evidence of social health, creates at every step of childhood and adolescence an accruing sense of ego strength....We must now recognize the place of identity in the human life cycle...ego qualities which emerge from critical periods of development-- criteria by which the individual demonstrates

that his ego, at a given stage, is strong enough to integrate the timetable of the organism with the structure of social institutions. (p. 245-246)

Maturity in motivation, like maturity in human growth as explained by Erikson, comes in stages that must be met, satisfied, and then replaced by higher levels of needs. Someone who is deprived of security and safety is certainly not ready to make human relationships or ever developing adequate self esteem.

Educators constantly must be aware that students' needs must be met at lower levels if they are to ever reach the promise of self-actualization, which can be the end product of education. Realizing the state of a student's individual needs can help facilitate appropriate choices to encourage the student to move to the next level and succeed in higher functioning levels. As the original Latin verb "educare" means to lead out, the true goal of the educator is to help the individual to find one's true potential, help him or her to achieve that potential, and then to reach the fulfillment of self-actualization.

Another popular, and often cited motivational theorist is Frederick Herzberg. His research, unlike Maslow's, is more work/performance oriented and has been a cornerstone of recent management studies (Herzberg, 1959). He, too, talks about levels of needs and explains that "the lower-level needs are not motivators in our society. However, if they are not met, they become dissatisfiers." (Herzberg, p.37) This certainly reflects Maslow's concept of needs levels that must be fulfilled for motivation. What makes it unique is that Herzberg feels that these lower levels of



needs, for the most part, can be distractors from work if they are not met. It is only once certain survival/comfort needs are met that the individual can be motivated to perform successfully.

Herzberg has clearly explained the two dimensions of his theory for motivation. For him, there are two levels: hygiene needs and motivators. Hygiene needs regarding work include salary, job security, working conditions. He sees these as rewards that are due to the nature of the position and are extrinsic. True motivators for Herzberg are concepts such as recognition, advancement, and responsibility. These rewards he sees as intrinsic and as a direct result of the work itself. In other words, certain aspects of the job (hygiene needs) are a given and not perceived as reasons to work longer, harder, or better. However, acceptance and growth in one's position are true motivators that are "more than money can buy."

In the work place or the school, certain fundamental hygiene needs must be met for basic work performance, but growth on the job or increased performance can only result when other higher level needs dealing with the individual's relationship to his/her position are met. Lehman (1989) asserted that "Providing for hygiene needs can prevent dissatisfaction, but does not contribute to satisfaction and, therefore, increased motivation. It follows that including motivators derived from work itself provides the greatest potential for increased performance." (p. 78)

Herzberg (1959) almost seems to be relying on Maslow when he explained his thoughts by saying:



Man tends to actualize himself in every area of his life, and his job is one of the most important areas....It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations....The supreme goal of man is to fulfill himself as a creative, unique individual according to his own innate potentialities and within the limits of reality. (p. 114)

Again the leader, who plans to effectively use motivation or incentives in the work place must make certain that the workers'/students' perceived basic needs are being met initially. This means that there needs to be a certain basic level of security, contentment, and trust in the organization before higher levels of growth can be achieved. Once that level is reached, through an organized, well-developed motivational program that meets the recognition and personal growth needs of the workers, it can yield far-reaching results.

Herzberg, in Work and the Nature of Man (1966), talked about sixteen first-level factors necessary to create good or bad feelings on the job. (p. 193) He later delineated three: achievement, recognition, and responsibility, as the most consistent satisfiers in producing job satisfaction. (p. 127)

In the same work, Herzberg, explained motivation as having two levels in mankind. One he called the "Adam view of man," which is the animal side of man and is involved with the avoidance of loss of life, hunger, pain, sexual deprivation, and other primary forces and drives. The opposite viewpoint is the

"Abraham view of man" which seeks growth from tasks and is involved with "man's compelling urge to realize his own potentiality by continuous psychological growth." (p. 56) Again, like Maslow and Erikson, certain stages and needs must be met to achieve higher satisfaction and performance in the work world.

Motivation, then, is not to be taken lightly. It is an important tool of the creative leader who has a goal and direction for his staff and students. Principals who understand motivation have a better understanding of their workers and an even better understanding of themselves. Through this background can come appropriate work incentives and, logically, better staff performance and student success.

Students come to school oftentimes not prepared emotionally or psychologically ready for the pursuit of the intrinsic gains of learning. Knowing how to effectively incorporate the use of extrinsic incentives can help the individuals as they move to the intrinsic level of self-actualization and job satisfaction. Educators who only accept intrinsic motivation in students are idealists. Intrinsic learning is not compromised when an environment that encourages an atmosphere of reinforcement through extrinsic rewards is established. It gives some students, who have not attained and, may not ever achieve, the higher levels of esteem and self-actualization, the foundation and opportunity for success and self-fulfillment.

## An Understanding of Motivation

One of the most basic understandings of human behavior is the study of motivation and its effects on various people. Most students of psychology and education are aware that people make choices for conscious or subconscious reasons. No matter what the choice is, however, the response is usually one that brings comfort or satisfaction to the individual making the choice. Motivation is not quite as simple as it appears, though, because as we get older and more complex, the numbers and types of choices available to us increase too. Motivational competition can inhibit progress in education or any other human growth process.

Adolescents today are stimulated by a phenomenal amount of motivational stimuli. Whether it be the plethora of commercials on the television and radio or the pressures of their peers to be "cool" and accepted, teenagers can be easily distracted from their most important choices and responsibilities dealing with societal values and educational goals. What then is motivation and how does it influence the individual? How can it be understood and controlled to affect more positive, productive results?

Lehmann (1989) described motivation as the "sum of complex forces influenced by experiences, situations, and environment. The assumption is that to motivate someone, the motivator must offer a reward valued by the employer.

Logically, different people have different values." (p. 76) It is in the understanding of how motivation works, that appropriate rewards can be offered to bring about desirable behaviors.

Motivation usually has an emotional effect on the person being motivated and the response varies according the individual's values. Weiner in his book, An Attributional Theory of Motivation and Emotion, gives a very clear explanation of how people make choices due to motivation:

We prefer a dollar to a nickel, a gourmet to ordinary food, because the anticipated consequences will make us happier, give greater satisfaction and pleasure, and the like. That is, the subjective value of the goal has an isomorphism, or a one-to-one correspondence, with its emotional impact. If something has positive value for a person, then attainment of that object will have positive affective consequences, the greater the subjective value, the greater the anticipated satisfaction if it is attained."  
(p. 118)

Understanding what are the real needs of students and teachers will help administrators to make effective rewards and incentives available to their staffs and students. "To improve motivation we need to know how leadership can improve the energy level and give greater precision to particular activities." (Greenfield, 1986, p. 206) Greenfield went on to say that "Motivation is concerned with the origins of human action and referred to the willingness of people to participate in meaningful actions and to direct their efforts to fulfilling past goals or purposes." (p. 206)



Greenfield felt that the concepts of motivation, rewards, and incentives are very closely related. "They each address the problem of controlling social activity, but they deal with this problem from very different perspectives. To be effective, school leaders must distinguish carefully among these different perspectives and take actions appropriate to them." (p. 204) What this means is that effective leaders must truly be good listeners and observers in their schools in order to discover what are the needs of the staff and student body. Once these concerns are understood they can be effectively acted upon to bring about better performance or increased achievement. Some motivators are common to most ages or types of people but there are others that are unique to a certain group in a specific time or place.

Weiner (1986) illustrated the connection between motivation and incentives in his discussion of "goal incentives." The concept is technical but his explanation does help to clarify how incentives work:

Both cognitive and mechanistic conceptions have identified another class of variables with motivational impact. They are called "goal incentives" and may be considered the "fit" between one's needs and the properties of the good object. I may know that if I walk one block I will find a nickel on the street corner, yet I will not perform that activity, because the reward is insufficient to instigate the action. Conversely, given monetary desires and an assurance of finding five dollars, the necessary steps will be taken. Motivation is determined by what one can "get", as well as by the likelihood of getting it. This is the essence of the Expectancy X Value position expressed by theorists such as Tolman, Lewin, Atkinson, and Rotter. (p. 117)

With the Expectancy X Value position, it is clear that the administrator should not just take incentives or motivation for granted. The effective principal not only understands how to use incentives, such as rewards and recognition, but also understands how they work, why they work, and the fine tuning of being able to make the appropriate choice of one incentive over another. It is necessary, then, to look more closely into motivational theory and some of the more important psychological theorists who have worked in this area.

### Motivation as It Applies to Education

From the encouragement of a parent's persistent drilling before a baby's first words, to the inspirational introduction of Crime and Punishment in a senior World Literature course, children are being motivated as part of the learning process. Successful teachers challenge their students to reach their full potential, in spite of their apparent lack of interest in achievement. Motivation is the tool that is passed on to the student in the form of self-motivation when he or she realizes just how important and exciting learning can be in itself. The most talented teachers use motivation as an essential tool of their lessons and find ways for students to constantly stretch their limits and reach their potentials.

Theories of educational motivation are essentially the same as those used in psychology but specifically modified to the age group being studied. What motivates a six year old most likely will not be an incentive for a sixteen year old. The idealistic

teacher hopes that students will learn for the sake of learning but anyone who has been in the classroom for more than one term knows why sticky stars were invented. It is the recurring issue of the extrinsic versus the intrinsic rewards of learning.

William Greenfield, in Instructional Leadership (1987), gave a very simple way to improve motivation. He recommended that this is best done "by making the work more rewarding." (p. 228) Unlike the theories of Freud or the behaviorists, Greenfield stated that:

Rewards, rather than addressing the origins of human action, are connected to its consequences. A reward is an experience that is received as compensation for our actions, positive or negative. Thus, a reward is any experience that produces pain or pleasure, frustration or fulfillment, dissatisfaction or satisfaction. (p. 206)

Teachers, who are skillful, understand how their students perceive certain rewards and use them in the classroom accordingly. Both intrinsic and extrinsic rewards can be used by the talented teacher. Greenfield continued by explaining that:

A widely recognized distinction between extrinsic and intrinsic rewards is especially important in education. Intrinsic rewards are those that arise directly from engaging in particular activities (like the pride of workmanship or sense of accomplishment that arises from doing good work). Extrinsic rewards (such as money, social position, or increased authority) are detached from the work itself and are conveyed for particular actions rather than in their execution. (p. 205)

This concept is really no different from those of psychological theorists or business writers. Herzberg's ideas regarding hygiene factors and motivators complement this approach. Some rewards are motivators in themselves and others are effective from outside stimulation.

The teacher who is in tune with the value of rewards understands the two critical dimensions of motivation in education as noted by Greenfield:

First there is the "reward value" of these experiences, i.e., the amount of satisfaction/dissatisfaction, pain/pleasure, frustration/ fulfillment, that the rewards are capable of producing. Secondly, there is the "incentive value" which has to do with how the rewards are distributed, not with the amount of impact on individuals when they are encountered. (p. 205)

Greenfield followed this explanation with a description of what is essential to educational motivation, viz., incentives. Incentives are discussed in psychology and business, but it is the use of incentives in education that can make a difference and get students to perform to the utmost of their ability:

Incentive is the least well understood concept in the literature of work motivation. Incentives are rewards, to be sure, but that is not their distinguishing feature. The distinction between a reward and an incentive lies not in the content of the experience, but in the attention given to the method of distribution. Rewards are used as incentives when their distribution is planned and controlled in such a way that recipients can anticipate receiving the rewards if they take particular actions. (p. 206)



incentive is to be used effectively in education. Arbitrary, unplanned rewards are not true incentives to work better or harder. Incentives need to be planned, orchestrated, and communicated to be true motivators. Incentives programs need to be adopted and implemented with careful attention to faculty and student input. This makes for goal setting on the part of the students and a way to symbolize success for the teacher.

John T. Neisworth is another educator who has written a great deal on motivation in the classroom. His Motivation and Classroom Management (1973) is based on contingency management, consequence control, and precision teaching. In its most simple expression, Neisworth's theory stated that, "behaviors that lead to rewards of discomfort are strengthened; likewise, behavior that results in discomfort or loss of reward are weakened." (p. 2)

Neisworth described three kinds of consequences of rewards: A strengthening consequence is simply one which increases the frequency of a behavior which produces it. Similarly, a weakening consequence is one which decreases the frequency of a behavior which produces it. A neutral consequence has no effect on behavior. (p. 10)

Neisworth's research was based on the concept of manipulating desired behaviors by strengthening the consequences of that behavior. Likewise, negative behavior can be inhibited with opposite controls. This concept can even be fine-tuned in more precise ways by not only increasing but also maintaining certain behaviors:

An important distinction must be made between increasing and maintaining a behavior. To establish a behavior, a rather continuous presentation of a strengthening consequence is necessary. On the other hand, to maintain a behavior, it is best to employ occasional presentations of the consequence." (p. 14)

Neisworth's findings are typical of other behaviorists and he even made recommendations of how to establish a token economy in the classroom. These token economies were basically his incentives programs and their description is precise and well defined. These rewards have been shown to be most successful with special needs students, especially in developmentally delayed programs and emotionally disturbed classes. However, they are not totally adaptable to regular education. Neisworth's approach was basically one of actions and consequences:

The best established principle available in psychology today is that people are influenced by the consequences of their actions. This means that if the consequences of doing something are preferred or desirable than we are more likely to work hard at doing that thing. On the other hand, if the consequence of doing an activity are not preferred, then we are less likely to do that thing. (p. 33)

With the presentation of both Greenfield and Neisworth's work, one can see that there are a variety of ways of looking at motivation in education. The theorists differ in the ways they look at the environment and the individual and how their own personal philosophies of life tend to be more empirical or rational. As with most philosophical trends, what was acceptable at one time loses popularity and, as a

result of this, a different approach helps to explain society's questions about psychology. Educational theories, like other sociological theories, are affected by the trends and attitudes of the time. Plato's "cave" gave way to Aristotle's "tabula rasa", just as Neisworth's behavioral approach is eclipsed today by Greenfield's humanistic approach.

No matter which theory is currently popular, there are certain givens, regarding motivation in education, that need to be understood. The use of incentives as motivators leads to a contingency contract between the educator and the student. This means from Homme's (1970) point of view that "In order to be worthwhile, the terms of a contingency contract must offer as a reward an experience which is highly desirable and not obtainable outside the conditions of the contract." (p. 9) Contingency contracts are like token economies but they have a more far-reaching effect. There is a reward for desired behavior but it does not mean that the behavior will not happen without the reward.

Motivating a student to learn is a difficult but essential challenge in education. The concepts are too difficult to just sit down and explain to the student; it is something that must be orchestrated and fine-tuned so that the student accepts the methodology and learning activities in order to master the material , which is the foundation for knowledge. The contracts of a skillful teacher are subtle, appropriate, and creative.

Brophy (1987) talked about the successful teacher and motivation:

Student motivation to learn can be conceptualized either as a general trait or as a situation-specific case. The trait of motivation to learn is an enduring disposition to strive for content knowledge and skill mastery in learning situations. The state of motivation to learn exists when student engagement in a particular activity, is guided by the intention of acquiring the knowledge or mastering the skill that the discipline is designed to teach. (p. 41)

This concept of using motivation to achieve learning and mastery is not done in a vacuum. It must be part of a carefully designed environment where trust and support lead to student commitment and a willingness to work to the most of one's potential. Brophy went on to explain this concept in his article, "Synthesis of Research on Strategies for Motivating Students to Learn" (1987).

He enumerates thirty-three concerns that must be met in order for motivation to be successful. These include "a supportive environment, appropriate level of challenge or difficulty, meaningful learning objectives, offer rewards for good or improved behavior, and adapt tasks to students' interests." (p. 99) This checklist is basically a guideline for the use of motivation to achieve success in the classroom. Students need a nurturing, success-oriented, positive environment if they are going to succeed. It is in this productive, learning atmosphere in the classroom, or in the school as a whole, that learning can take place and motivation can be used most optimally.



John Bishop (1989) in his, Motivating Students to Study: Expectations, Rewards, Achievement, stated that "The key to motivation is recognizing and rewarding learning effort and achievement. Some students are attracted to serious study by an intrinsic fascination with the subject." (p.33) Unfortunately, anyone who has taught knows that true, demonstrated "intrinsic fascination" is held by a minority in the classroom. Again we have that constant dichotomy of intrinsic versus extrinsic motivation. The purist, who is not willing to use extrinsic rewards, cannot hope for the same success as the teacher who is successful with a combination of both types of motivators. The ideal is to get to learning for the sake of learning, but the reality can be far from that goal.

Some other thoughts on this same topic help to define the differences between the two types of motivators. For the most part, though, hoping for just intrinsic motivation and ignoring extrinsic motivation is not enough. Brophy (1987) asserted that, "Intrinsic motivation usually refers to the affective aspects of motivation---liking for or enjoyment of an activity. Intrinsic motivation, even for academic activities, does not necessarily imply motivation to learn." (p. 42)

In contrast, Mark Morgan (1984) responded to those who were skeptical about the emphasis of extrinsic motivation in education:

The possibility that extrinsic rewards might undermine intrinsic motivation has been commented on for some time. An emphasis on intrinsic aspects of learning is at the core of many educational philosophies and many theorists who have condemned the use of coercion and punishment also have frowned upon the use of reward systems. (p. 5)

As a final word on this topic, and in an attempt to present a compromise solution to the debate, The Practitioner, a newsletter sponsored by the National Association of Secondary School Principals (1987) offered the following advice regarding motivation:

Ideally, motivation should be intrinsic. Students should want to study a subject for its own sake or for the sense of accomplishment in learning something new. Since many students are not intrinsically motivated, however, extrinsic rewards can increase motivation. (p. 3)

This statement shows that there is, in fact, a necessity to use both kinds of motivators in most classes. Knowing how to use those extrinsic motivators well is the problem. The ultimate goal is that, through maturity and the sweet rewards of success, learning will then become more intrinsically rewarding for students.

There is, indeed, need to reward success extrinsically in order to teach students to be motivated intrinsically; there needs to be trust; and there needs to be an atmosphere that is nurturing and supportive with very high expectations for performance. All of these concepts, though, are very dependent on the leadership of the individuals who believe that the dynamics of extrinsic and intrinsic motivation work. Those individuals, who are willing to implement these motivational concepts in their schools and classes, must then be the transforming leaders who can help students reach their full potential.

## Transforming Leadership and Motivation

Motivation through the skillful use of appropriate motivational incentives has been an acceptable, oftentimes used, strategy in psychology for many years. It can change behavior and bring about enhanced self-esteem. Business has "bought in" to the proven success of using incentives to improve employee performance and client satisfaction. It is the very foundation of the concept of the excellent companies.

It is reasonable, then, for educators to further study the use of incentives in order to motivate students to reach their full potential. Extrinsic and intrinsic rewards are necessary at various times in order to help students work to their capacity. Short, immediate satisfiers can help achieve the grander, more elusive, goals of education. To achieve the excellent school, the effective school, and the essential school, it is necessary to both understand the concepts of motivation and, in the role of transforming leader, be able to skillfully use incentives to achieve the educational goals of the school.

### Summary

Roland S. Barth, in Improving Schools from Within, (1990), attempted to address the need for change in schools, in spite of fiscal limitations.

Although much has been written about school reform in the past decade - national reports, studies, descriptions of

findings--insufficient attention has been given to the important relationship among the adults within the school and to a consideration of how the abundant untapped energy, inventiveness, and idealism within the schoolhouse might be encouraged....We have developed a conviction not only that schools are capable of improving themselves but that, further, only changes emanating and sustained from within are likely to bring lasting improvement to our schools. (xiv-xv)

Upon first glance, this proposal of Barth's might seem contradictory with the concepts espoused by transformational leadership and the need to form outside partnerships in the Renaissance Program. However, one of the most important concepts in the Renaissance Program is that it is developed within the school using its most important resources--the students, teachers, and parents--as the source of ideas and the energy to carry them through.

Much has been written about the problems of today's schools and their need for help. As a direct result of financial constraints, there has been a greater need to delve into the school's own inner resources. Self-developed approaches like incentives programs can create high, attainable goals for schools and bring about improvement from within that is lasting and far-reaching.

"Expansion of vision within the schoolhouse is an enterprise that will bring about the kinds of schools in which there is room for all of us to live and work and have our children learn. When we create schools we value for our children and ourselves, we will have created schools of value for ourselves." (Barth, p. 179).



Echoing Barth's call for self-reliance in schools to bring about needed improvement, there needs to be a sense of confidence, community, and vision if the school is to succeed. A well-developed incentives program can be the umbrella that brings these elements together.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

The main purposes of this study were: 1) to investigate whether the Renaissance Program for Academic Excellence can effectively improve academic achievement and attendance in high schools; 2) to investigate whether grades and attendance had been improved at Silver Lake Regional High School during the time that the Renaissance Program had been in effect in the school; and 3) to examine and compare the perceptions of teachers, students, parents, and administrators who had been involved with the Renaissance Program at Silver Lake Regional High School during the 1989 to 1991 school years.

#### Design

The evaluation of the Renaissance Program for Academic Excellence at Silver Lake Regional High School was designed to provide data on the implementation and effectiveness of an incentives program whose goals were to improve student performance and attendance at Silver Lake Regional High School. A single case study has been used to analyze the impact of two years of the Renaissance Program's incentives on academic achievement and attendance.

The design of the case study was both descriptive and quantitative. First it was descriptive in that information from the study demonstrated whether there really had been improvement in student achievement and attendance in a school which had implemented an incentives program like Renaissance. The study also described and analyzed the perceptions of teachers, students, parents, and administrators regarding the Renaissance Program as it had been implemented at Silver Lake Regional High School over the past two school years. Attitudes were measured regarding each group's perceptions of the purpose, value, and success of the Renaissance Program.

Through the use of both quantitative and qualitative research, a more vivid picture of the effectiveness of the Renaissance Program evolved. An analysis of grades and attendance before and after the implementation of the Renaissance Program was conducted to see if there had been a significant difference between those figures. The quantitative survey aspect of the research included both statements and open ended questions to discern the perceptions of those involved with the survey. In-depth interviews with representatives from various school groups also amplified the data gained in the survey and more clearly illustrated of each group's impressions of the Renaissance Program. Administrators also were interviewed in order to examine the historical and philosophical decisions involved with the implementation of the program.

## Population and Sample

Administrators, teachers, students, and parents involved with Silver Lake Regional High School over the past two years were the focus of this study. Silver Lake Regional High School is currently a comprehensive high school with a full vocational component located in Kingston, Massachusetts, which serves the students of Halifax, Kingston, Pembroke, and Plympton. It should be noted that for the past fifteen school years the school had two campuses four miles apart located in both Pembroke and Kingston. Due to budgetary cuts at the beginning of the 1991-1992 school year, the high school, as well as the junior high school had to be restructured. This resulted in an organization wherein the school went from a configuration of 1600 students in grades nine to twelve in two campuses, to a structure of 1180 individuals in grades ten through twelve in one campus, served by approximately 100 teachers in the school.

Silver Lake Regional High School is a rural-suburban school whose population is, for the most part, Caucasian with a mixture of both blue collar and white collar workers, as well as a small number of farmers. Silver Lake was elected for this study because: it served as an example of a school that had implemented a Renaissance Program over the previous two years; its incentives programs were stable; and the incentives were clearly reflected in its student handbook.

Participants in the survey aspect of the study were selected from the three main populations in the school. All the school's teachers were given a teacher



survey. Eighty seniors students, chosen through a stratified random sampling technique, received the student surveys. The parents of those same eighty students were asked to complete a parent survey .

Although administrators were not asked to complete surveys, they were chosen to be interviewed specifically because of their knowledge and experiences with the Renaissance due to their positions in the school. The school's former principal, a former housemaster, two current assistant principals and the director of guidance were interviewed. Other interviews were conducted with volunteers from among the three groups surveyed: four parents, four teachers, and four students. When the interviews were conducted, a specifically developed interview guide was used for each group (See Appendix for Interview Guides).

### Instrumentation

The criteria for selecting an instrument to measure the effectiveness of the Renaissance Program at Silver Lake Regional High School were established after: 1) a thorough review of relevant literature; 2) consideration of other instruments that measure people's attitudes toward the evaluation of school programs; and 3) discussions with other educators about the topic. It was determined that the instrument would: 1) evaluate the perceptions of the effectiveness of the Renaissance Program from the points of view of teachers, students, and parents;

2) be appropriate for the use of each of the designated groups; 3) not be a burden or a source of confusion for the respondent; and 4) yield valid information.

The participants in this study included present and past administrators, as well as teachers, students, and parents who were currently involved with Silver Lake Regional High School. Every teacher received a survey. For the purposes of this study, eighty seniors and their parents were surveyed. Participants were selected through a random sample of students in the senior class. Senior students were chosen because they were the only students who were still in the school who had also been there before the Renaissance Program was implemented.

All 427 members of the senior class had the opportunity to participate in the survey. However, only the information from every fifth student, until eighty surveys had been completed, was used. A guidance counselor administered the survey to the students. The parents of those same eighty students were asked to participate in the parents' survey component of the study. The parents' surveys were mailed to them.

A cover letter and survey were sent to each participant in the study in order: 1) to explain the purpose of the study; and 2) to request that the individual complete and return the questionnaire. This study was designed so that participants were able to remain anonymous. After one week, a follow up reminder was sent to teachers and parents requesting that individuals who had not returned their questionnaires do so. Student surveys were administered and collected in school.

There were three complementary surveys based on the roles of each group (See Appendix for Samples of Surveys). Although there were two additional questions given to the students, the surveys consisted of twenty-five statements and five open-ended questions which enabled the respondents to expand on their attitudes toward the Renaissance Program. These surveys were used in conjunction with the research found in the descriptive data from the school's attendance grading records, and drop-out rates, as well as with the opinions and attitudes described in the interview aspect of the research.

Responses to the surveys were recorded by circling one of five answers on a Likert type scale including SD - Strongly Disagree, D - Disagree, N - No Opinion, A - Agree, and SD - Strongly Disagree. Questions were constructed so that some would be favorable to the Renaissance Program while others would be negative to it. Scoring of the positive questions involved assigning a value of (5) to strongly agree, a value of (4) to agree, a value of (3) to no opinion, a value of (2) to disagree, and of (1) to strongly disagree. Scoring of the negative questions included assigning a value of (1) to strongly agree, a value of (2) to agree, a value of (3) to no opinion, a value of (4) to disagree, and a value of (5) to strongly disagree. This reversal of scoring allowed for pro-involvement as well as anti-involvement responses to be reflected in data tabulation and analysis.

The instrument was reviewed by a number of local educators prior to its distribution. Revisions were made based on information received from those consulted regarding the instrument's clarity, overall appearance, and thoroughness.

### Data Analysis

The analysis of the descriptive data received from the school was designed to show whether there had actually been an improvement in attendance and achievement at Silver Lake Regional High School since its adoption of the Renaissance Program. These data were listed in a table showing information from both the 1987-1988 and the 1988-1989 school years, the two years prior to the program's implementation. These figures were compared to data from the 1989-1990 and the 1990-1991 school years, which reflects the time that the Renaissance Program had been in use in the school.

In analyzing the data collected from the various interviews of Silver Lake parents, teachers, and students, the individual's perceptions regarding the effectiveness of the Renaissance Program at Silver Lake Regional High School were examined. The interviews also helped to discern the participant's personal commitment to the program and its influence on their performance or relationship with the school.



Interviewees were chosen from a stratified random sampling from all those who returned their surveys. Those who were willing to be interviewed submitted their names on a separate sheet of paper along with their completed survey. This paper asked the individuals to check whether they were basically satisfied with the Renaissance Program's current format in the school, whether they had reservations about the program, or if they had suggestions that could improve the program. Interviewees were chosen from all groups in order to provide a more balanced presentation. This type of selection was done in order to clarify specific comments made on the surveys by the various individuals.

Administrative interviews, because of their philosophical and historical nature, were conducted with specific individuals but their names were not used in the research. There was a separate cover letter and interview guide for administrators (See Appendices).

The purpose of the three instruments was to measure, through the use of the five point Likert survey, student, teacher, and parent perceptions about the effectiveness of the Renaissance Program for Academic Excellence at Silver Lake Regional High School. The instruments were color-coded to distinguish one group from another; but all three instruments were complementary and reflected the same research questions.

Statements in all three surveys described each participant's reactions to issues concerning the Renaissance Program and its effect on attendance, grade improvement, work attitudes, school spirit, as well as teacher, parent, and community support. Other statements evaluated knowledge of the program, whether the program needs to be improved, and assessed overall support by all involved with the school.

Specific research questions for this study included:

- 1) Have student grades improved due to the Renaissance Program?
- 2) Has student attendance improved due to the Renaissance Program?
- 3) Have work attitudes improved since the implementation of the Renaissance Program?
- 4) Is there perceived teacher support for the program?
- 5) Is there knowledge of the program in the school?
- 6) Is there a need for teacher incentives as part of the Renaissance Program?
- 7) Is the Renaissance Program applicable to all students in the school?
- 8) Has the Renaissance Program improved community involvement in the school?
- 9) Has the Renaissance Program improved parental involvement in the school?
- 10) Has the Renaissance Program improved the school's drop-out rate?
- 11) Has school spirit improved because of the Renaissance Program?
- 12) Does the Renaissance Program need to be improved? If so, how?
- 13) Is there overall support for the Renaissance Program in the school?

Research question one (statements 3,5) was analyzed through the use of achievement data obtained from official school records regarding students who have achieved all As and all As and Bs. This data will be displayed in tables and graphs. There also were descriptions of frequencies, percentage distribution of responses, and the tabulation of means and standard deviations from the survey statements. Inferential analysis through the use of ANOVA have also been displayed. Statements from both the open ended statements in the survey and from individual interviews were used to amplify responses. Research questions two (statement 24) and ten (statement 21) were analyzed in the same way as research question one but analysis was done through official attendance and drop out records from the school and the use of Chi Square.

Research questions three (statements 1,4,6,17), four (statements 7,19,22), five (statements 8,11), seven (statements 12,15,20 and 26 and 27 from the students' survey), nine (statements 14,18), and eleven (statements 2,10,16) were analyzed through descriptions of frequencies, percentage distribution of responses, and the tabulation of means and standard deviations from the survey statements. Inferential analyses through the use of ANOVA have also been displayed. Statements from both the open ended statements in the survey and from individual interviews were used to amplify responses. Data have been displayed in tables.

Research questions six (statement 9), eight (statement 13), twelve (statement 23), and thirteen (statement 25) were analyzed through descriptions of frequencies, percentage distribution of responses, and the tabulation of means and standard

deviations from the survey statements. Inferential analysis through the use of Chi Square have also been displayed. Statements from both the open ended statements in the survey and from individual interviews were used to amplify responses. Data have been displayed in tables.

In summary, the treatment of the data included preparation of descriptive and inferential statistics in order to examine attitudes toward the effectiveness of the Renaissance Program at Silver Lake Regional High School. The data have been key punched into a computer for easy access and more effective analysis.

Descriptive analysis included frequency and percentage distribution of responses. It also included the tabulation of means and standard deviations. These data have been displayed on tables and charts for comparisons among target groups.

Inferential analysis has been conducted through an analysis of the data by the use of the Chi Square method and an ANOVA (analysis of the variance) between the students, parents, and teachers.



### Limitations to the Design

There could be a number of limitations when using interviewing as part of a research technique. It could be limited to the same parameters of conversations held by any two people which include concepts like knowledge, truth, and sincerity. Interviewing could also be limited to responses at a given time and place and could be influenced by numerous outside factors including stress, time, and health. This study could also be influenced by the relationship the interviewer has with each participant in the study.

Two possible threats to internal validity could be this researcher's potential familiarity with those individuals who responded to the questionnaire and the instrumentation. However, because responses were anonymous, any problems due to personal contact have been neutralized.

The second threat concerning instrumentation has been addressed through meaningful data collection strategies that included: 1) piloting of the questionnaire in order to determine its clarity and consistency; and 2) the declaration of the limitations of the study.

A possible external threat to the validity of the study could be the discussion of the instrument among the various groups being surveyed. Although there was not much that could have been done about discussion, any discussions would have had little influence on most people with strong opinions. There also could have

been a tendency to respond to certain questions according to what was perceived as a desirable or popular response. However, by keeping questions simple and using a variety of positive and negative statements, it was possible to document a measure of validity. There even could have been a different response merely because respondents knew that they were part of a study. Again, the anonymity of the study should have encouraged those participating to respond honestly and without fears.

## CHAPTER IV

### RESULTS

#### Introduction

The main purposes of this study were: 1) to investigate whether the Renaissance Program for Academic Excellence could effectively improve academic achievement and attendance in high schools; 2) to investigate whether grades and attendance had been improved at Silver Lake Regional High School during the time that the Renaissance Program had been in effect in the school; and 3) to examine and compare the perceptions of teachers, students, parents, and administrators who had been involved with the Renaissance Program at Silver Lake Regional High School during the 1989 to 1991 school years.

This chapter presents the descriptive, comparative, and correlative analysis of the data examined through the study. The study itself was a three-pronged case study of the Renaissance Program at Silver Lake Regional High School in Kingston, Massachusetts. The first component of the study was a simple comparison of achievement, attendance, and dropout data before and after the implementation of the program.

The second aspect of the research was a quantitative analysis of the perceptions of students, teachers, and parents regarding the value and effectiveness of the Renaissance Program at Silver Lake Regional High School. Three complementary survey instruments were used to assess and compare the

perceptions among the three groups and the population as a whole. Both closed and open-ended statements were used in the survey. The open-ended statements were used in order to expand on individual's reactions to the Renaissance Program.

The third segment of the research was a series of in-depth interviews with administrators, students, teachers, and parents. The administrators were interviewed in order to give a philosophical and historical perspective to the implementation of the Renaissance Program. They were also asked to describe their perceptions of the program in the school. Students, teachers, and parents were interviewed in order to clarify aspects of the survey and to substantiate, supplement, or refute the perceptions of various groups surveyed within the school.

### Description of the Study

This case study was conducted at Silver Lake Regional High School, which serves the students of Halifax, Kingston, Pembroke, and Plympton, Massachusetts. From September, 1976 until September, 1991, Silver Lake Regional High School was a two campus institution with approximately 700 students housed in the Pembroke campus and 900 students from Halifax, Kingston, and Plympton, as well as vocational students from all four towns, housed in the Kingston campus. At the beginning of the 1991-1992 school year, due to budget cuts, the former junior high school building was closed and both the high school and junior high school were consolidated and restructured.



The junior high school students (grades seven to nine from all four towns) were housed in the former Pembroke campus. The high school students (grades ten through twelve from all four towns) attended classes in the Kingston campus. Although there has been great change in the high school, both campuses of the school had been involved in the Renaissance Program since its inception and the newly structured high school still follows the guidelines of the program.

Raw data regarding academic achievement, attendance and dropout rates were obtained from the data processing department of the school. Surveys were distributed during the month of November, 1991 to the three constituent groups designated for the study. All three survey instruments were complementary and color coded, but made specific to obtain appropriate material from the students, teachers, and parents. One hundred teachers were asked to complete a survey. Seventy-three individuals returned the surveys. Although teachers who might have been willing to participate in an interview were asked to put their names and general attitude toward the program on a separate piece of paper, no identification of individuals who completed the survey was requested for this study in an effort to maximize the percentage of teachers who would participate.

Eighty seniors were chosen randomly from the 427 available in the class. Every fifth student was asked to participate in the study until 80 surveys had been distributed. These surveys were completed during school time, under the supervision of a guidance counselor. All 80 surveys were able to be used for the

study. Students who were interested in participating in an interview were asked to put their names on a separate piece of paper. Interviewees were chosen randomly from that group. Students were able to maintain their anonymity with their questionnaires but the initial list of student names was used to compile the list of names for the distribution of parent surveys.

Eighty parents were asked to complete a survey to assess parents' perceptions of the Renaissance Program. These were parents of the same seniors who had participated in the student survey. The parent questionnaires were mailed with self-addressed, stamped envelopes, and a letter of explanation. Parents who were willing to participate in an interview were also asked to put their names and general attitude toward the program on a separate piece of paper. Again, no identification of individuals who completed the survey was requested for this study in an effort to maximize the percentage of parents who would be willing to participate in the study.

Since this was a blind study, as far as the teachers and parents were concerned, it was not possible to contact those individuals who did not return the survey. The return rate for the study was 73% for the teachers, 100% for the students, 54% for the parents, and 75% for the total population of 260 persons surveyed.

The Statistical Package for the Social Sciences (SPSS) was selected for the statistical analysis. Means and correlation coefficients were rounded to two decimal places, according to standard convention (Springthall, 1987), in order to facilitate presentation of the data.

Descriptive and inferential statistics were prepared. Descriptive statistics included the calculation of frequency and percentage distribution of responses as well as the tabulation of means and standard deviations. Inferential statistics were generated through the use of Chi Square and Analysis of the Variance (ANOVA). Scheffe's Post Hoc Analysis was utilized to determine where true differences among groups occurred.

Responses from the five open-ended statements found in the survey, as well as information obtained from interviews with five administrators, four students, four parents, and four teachers, were used to help clarify the statistical data found in the research. This material has been integrated into the appropriate sections of this chapter.

### Demographic Data

Participants in the survey component of the study were divided into three groups: students, teachers, and parents involved with Silver Lake Regional High School. Students surveyed were members of the senior class, who were the only students in the school who had been involved with the Renaissance Program for two school years and had also been in the school prior to the introduction of the incentives program. Through a random sampling, 80 of the 427 students were selected and participated in the survey.

Teachers surveyed were part-time or full-time teachers employed at Silver Lake Regional High School. All teachers, whether they were involved with regular education, special needs, or vocational education were given equal status in the study. Surveys were returned by 73 of the 100 teachers in the school.

Parents of the same senior students who participated in the student component of the study were asked to participate in the research. Other than the four parents who were chosen to be interviewed, communication with the parents was done totally through the mail. Of the total of 80 parents who were asked to participate in the study, 43 returned their surveys.

Although a wide variety of demographic data could have been requested for this survey including information about gender, number of student years in the school, teaching experience, education background, parental involvement with the school, and other similar parameters, it was decided that this information would not be used in evaluating the results of the survey. Moreover, it allowed the responses to be equally tabulated and compared. With this in mind, the participants in this study can be seen in Table 1.



Table 1  
Participants in the Study

| Role     | N   | %    |
|----------|-----|------|
| Students | 80  | 40.8 |
| Teachers | 73  | 37.2 |
| Parents  | 43  | 21.9 |
| Total    | 196 | 100  |

### Analysis of the Data

Thirteen research questions were investigated in this study, through the use of 25 survey questions using the Likert scale and an analysis of response frequency. Single factor analysis of the variance (ANOVA) were calculated for research questions 1, 3, 4 ,5, 7, 9 and 11 in order to determine significant differences in attitudes among the three groups. Scheffe's Post Hoc Analysis was selected for use with the ANOVA in order to locate where true differences occurred.

Research questions 2, 6, 8, 10, 12, and 13 were analyzed using Chi Square calculations. These were used in order to determine if there were relationships between independent and dependent variables. The Pearson r correlation was also tabulated in order to ascertain the strength of relationships. An alpha of .05 was used as the significant criterion for correlations.

#### Research Question One: Have student grades improved due to the Renaissance Program?

The data relating to the investigation of research question one are presented in Tables 2, 3, and 4. Table 2 presents raw data from the school's report card files regarding the numbers of students receiving high honors (all As) or honors (As and Bs) status in the school. The data in Table 2 points out quite graphically that achievement status had begun to increase slightly in the 1987-1988 school year and to a lesser degree in the 1988-1989 school year. This increase could be due to a variety of reasons. However, once the Renaissance Program had been introduced at the beginning of the 1989-1990 school year, the number of students receiving honors grades began to change in a more significant way.

Even though the school's population had decreased by 6.6% (from a daily average membership of 1711.8 to 1599.1) during the 1989-1990 year, the number of students receiving recognition for honors level work or better went from 877 to 920 students,

which was a change from 12.8% of the student population to 14.4%. It should also be noted that this was a percentage change of 12.5% of the total student population compared to the year before.

In the same way, in spite of another population drop of 2% from the 1989-1990 school year to the 1990-1991 school year, the number of students achieving honor roll status or better went from 920 to 1124. This was 19.9% of the total student population and a 38.2% increase over the year before. The impact of the change on achievement is seen more clearly on the graph found in Figure One on the following page.

# ACHIEVEMENT DATA

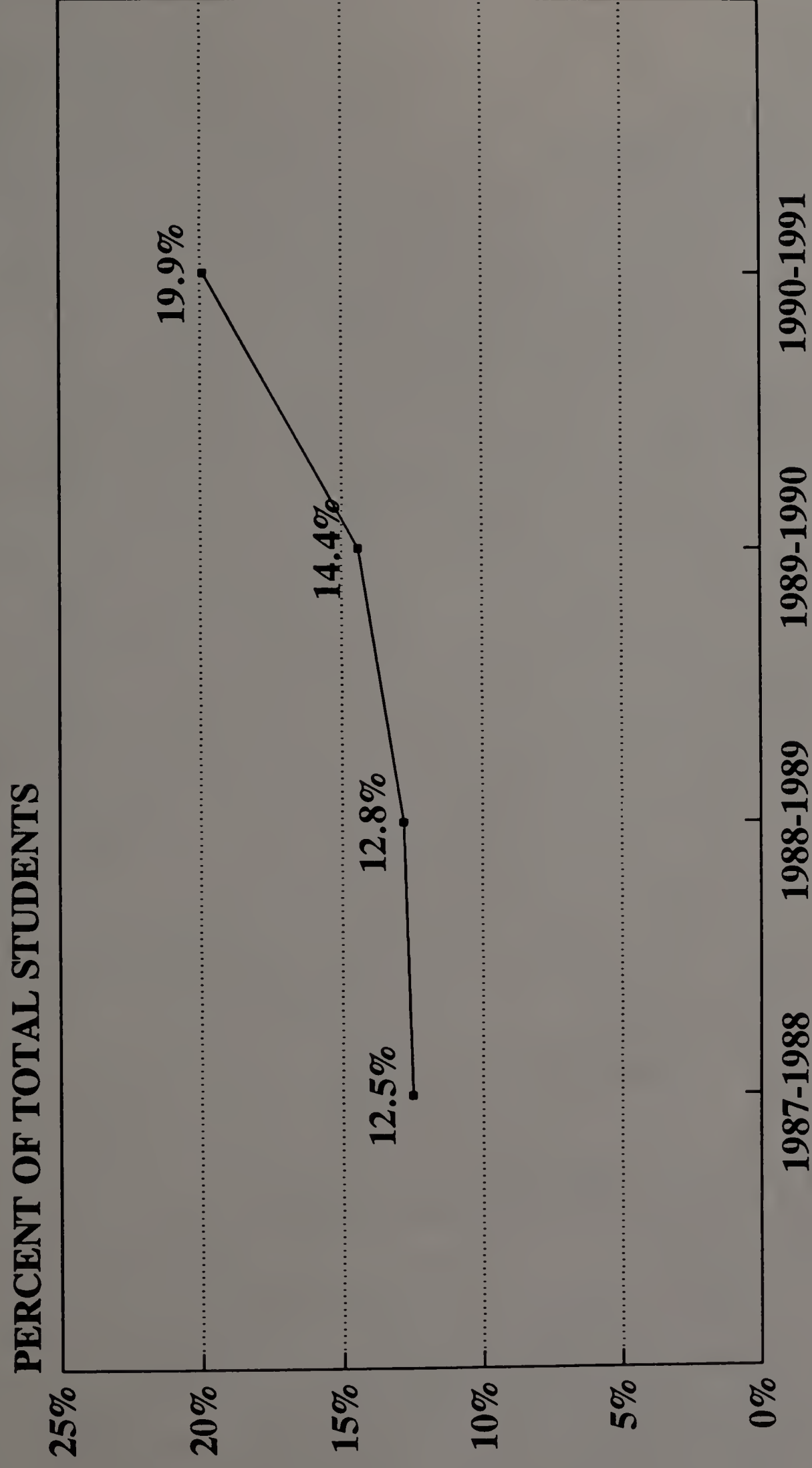


Figure 1: Achievement data before and after the introduction of the Renaissance Program. (Honor roll status)



Table 2

Achievement Data before and after the  
Introduction of the Renaissance Program

| School Year | All A's | Honors | Total | Per cent<br>of Total<br>Students | Yearly<br>Percent<br>Change |
|-------------|---------|--------|-------|----------------------------------|-----------------------------|
| 1987-1988   | 62      | 826    | 888   | 12.5%                            | +6.8%                       |
| 1988-1989   | 59      | 818    | 877   | 12.8%                            | +2.4%                       |
| 1989-1990   | 66      | 854    | 920   | 14.4%                            | +12.5%                      |
| 1990-1991   | 71      | 1053   | 1124  | 19.9%                            | +38.2%                      |

It should be reported that a significant change occurred prior to the beginning of the 1990-1991 school year regarding the tabulation of grades. According to recommendations from the Renaissance Foundation, grades are now recorded using a grade point average to make students more aware of slight changes in their achievement. Also because of recommendations from students, parents, teachers, and administration, honor roll status is now based on achieving certain grade point averages rather than just the simple listing of As and Bs. Another new criterion for honor roll is the allowance of one C or C+ in the honor roll, as long as the students meet certain grade point average standards. This was done to parallel college

grading. It is emphasized that this study does not take into consideration the new way of assessing achievement into its report and that report card grades from the 1990-1991 school year were measured according to the former system's standards, which did not allow for any Cs.

From Tables 3 and 4, the data indicates that there are significant differences among the students, teachers, and the parents regarding the effect of the Renaissance Program on improving students' grades. The Scheffe's Post Hoc Analysis showed that the responses of the parents were significantly different from those of the students. Although students and teachers did not perceive that the Renaissance Program had had a great influence on grade improvement, parents did perceive that the Renaissance Program had made a difference to student achievement.

Although only 38.8% of the total population of the study agreed or strongly agreed that grades had improved due to the Renaissance Program, another 26.5% were not sure if the Renaissance did or did not improve grades. This points out that many of the participants in the survey were not clear about the overall impact of the program on grade improvement. The three groups did differ in their reactions to question one: only 31.2% of the students felt that grades had improved by the Renaissance Program while 33.7% were not sure; 42.5% of the teachers felt that there had been improvement due to Renaissance and 20.5% were not sure; 46.5% of the parents felt that there had been an improvement of grades due to the Renaissance Program with 23.3% not being sure. Because of the large number of participants who were unsure about the influence of the Renaissance Program, this question is still

still unclear. However, only 34.7% of the total population specifically felt that the Renaissance Program had no influence on grade improvement.

Regarding the statement about whether the Renaissance Program had motivated students to achieve more, only 29.6% of the total population felt that there had been a specific influence, again another 26.0% were not sure whether or not there had been an influence. Only 19.2% of the students felt that the Renaissance Program had greatly motivated them with 28.7% responding that they were not sure. The teachers showed a slight increase with 21.9% agreeing and 27.4% unsure. However with 51.2% agreeing and another 18.6% unsure, parents felt that the Renaissance Program had motivated their children to increase their performance. It is in this specific area that there is a very significant difference between the parents and the students. The information, though, is limited due to unclear perceptions held by the survey participants.

Table 3  
Group Data on Grade Improvement

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 2.81 | .85                   | 80  |
| Teachers | 2.90 | .80                   | 73  |
| Parents  | 3.26 | .96                   | 43  |
| Total    | 2.99 | .88                   | 196 |

Table 4  
Grade Improvement: Analysis of the Variance

| Source of<br>Variance | Degrees<br>of Freedom | Sum of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|-----------------------|-------------------|-----------------|---------|
| Between Groups        | 2                     | 22.72             | 11.36           | 3.81    |
| Within Groups         | 193                   | 574.81            | 2.98            |         |
| Total                 | 195                   | 597.53            |                 |         |



### Sample Responses from Open-ended Statements:

- Students:     -"You feel more confident in your school work."  
                  -"The better you do the more you get out of it."
- Teachers:     -"Improves students' pride and self-esteem."  
                  -"Encourages and motivates students to excel in a  
                      supportive atmosphere."
- Parents:       -"Honor roll recognition is successful in  
                      promoting student achievement."  
                  -"The Renaissance Program shows that through peer  
                      recognition that it is OK to strive to attain the  
                      highest grades possible."

### Sample Responses from Interviews:

- Students:     -"I can see when I was a sophomore it was nice.  
                      It still is nice but there a lot more people who  
                      have perfect attendance and are on the honor  
                      roll." (2/7/92)  
                  -"I think the best part about the program is that  
                      it makes a better school and a better educational  
                      atmosphere." (2/7/92)  
                  -"(It) is a system which rewards students for  
                      excellence and encourages other students to push  
                      themselves and to do better. ...It gives people a  
                      little pat on the back and says keep going.  
                      You're doing OK." (2/7/92)  
                  -"Maybe some kids never cared about the honor  
                      roll. Now they care and they strive for it.  
                      It's a way to push kids to do the best they can  
                      do." (2/7/92)
- Teachers:     -"I describe the Renaissance Program as an  
                      incentive program that tries to celebrate when  
                      kids do well in school and encourages them to do  
                      a little bit better. To emphasize the positive as  
                      far as the school is concerned."  
                  -"...I'm finding that in the course of the last  
                      two years the number of kids that have been

eliminated from my classroom due to discipline problems is really significant and decreased. I don't know, but I would like to attribute it to the program because kids come to learn rather than to sleep and one of the things I've noticed is that the quality of performance has improved over last year. Last year and the year before, with the universals, I have seen a dramatic improvement in grade levels. I don't know whether the attention has improved but certainly on a day to day basis their performances have improved greatly." (1/8/92)

Parents: -"The program has changed the school. More students make the honor roll now." (2/4/92)

Administrators -"It helps the students' awareness. It helps them to understand that there is a reward for hard work later on when he goes into the working world or college." (2/7/92)  
 -"The students definitely have achieved and are excited about it." (2/7/92)  
 -"(It is) a rather effective and successful program...to generate more formal ways to motivate the student body to excel to achieve both academically and in appropriate curriculum-based ways." (2/21/92)

## Research Question Two: Has student attendance improved due to the Renaissance Program?

Table 5 reflects the data regarding attendance before and after the implementation of the Renaissance Program at Silver Lake Regional High School. It should be noted that, in spite of a strict attendance policy, attendance problems were on the rise, although there was an increase of 0.33% during the 1988-1989 school year. With the incentives for perfect attendance, attendance improved 0.49% the first year of the program and 0.23% the second year or a 1.1% increase from the 1987-1988 school year. Not reflected in the tables but also significant in the study was

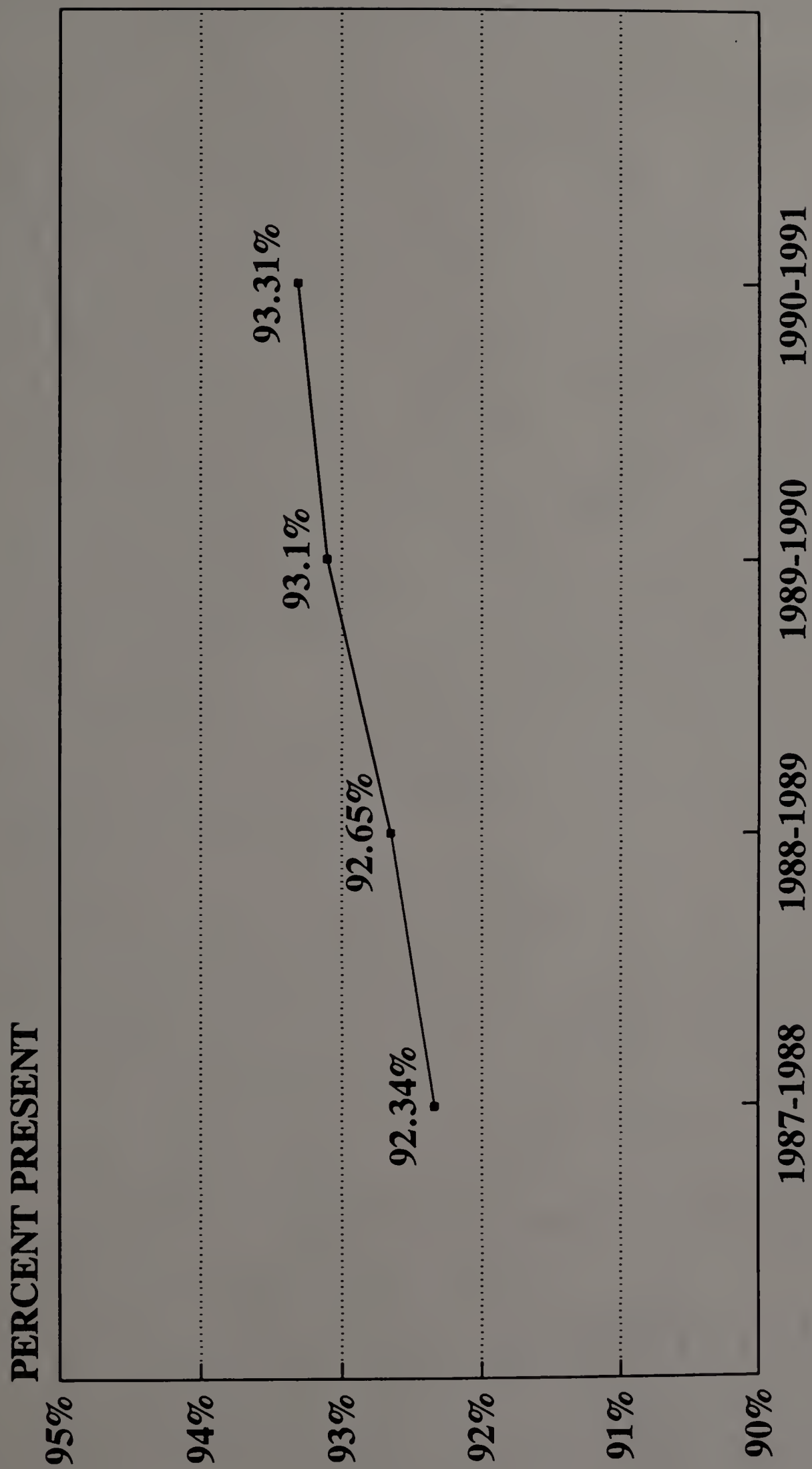
the fact that numerous tardies and dismissals were eliminated specifically due to the program. The change in the percent present is seen on the graph shown as Figure Two on the following page.

Table 5  
Attendance Data before and after the  
Introduction of the Renaissance Program

| School Year | Average<br>Membership | Percent<br>Decline | Average<br>Present | Per cent<br>Present | Change |
|-------------|-----------------------|--------------------|--------------------|---------------------|--------|
| 1987-1988   | 1780.9                | 1.6%               | 1644.5             | 92.34               | -0.30% |
| 1988-1989   | 1711.8                | 3.9%               | 1585.9             | 92.65               | +0.33% |
| 1989-1990   | 1599.1                | 6.6%               | 1488.7             | 93.10               | +0.49% |
| 1990-1991   | 1567.8                | 2.0%               | 1462.9             | 93.31               | +0.23% |

Tables 6 and 7 display the data regarding the survey participants' perceptions of the effects of the Renaissance Program on attendance. Again, although there was no significant difference among the three groups, students did not feel that the program had made as much of an impact on them as did the teachers and parents. Only 17.5% of the students felt that there had been an influence on them with 27.5% not knowing. There was a greater influence from the teachers' point of view with 53.4% of the them perceiving that The Renaissance Program had influenced attendance, and with another 31.5% not knowing. Likewise, 48.9% of the parents felt that there had been an influence on attendance, with 31.5% not knowing.

# ATTENDANCE DATA



## SCHOOL YEARS

Figure 2: Attendance data before and after the introduction of the Renaissance Program.



Altogether, 37.8% of the population felt there had been an impact with 32.1% not knowing. Again, only 30.1% of the total population felt that the Renaissance Program had had no influence on attendance at Silver Lake.

It can be said then that, indeed, based upon the specific data supplied by attendance records in the school, student attendance has improved since the institution of the Renaissance Program. The perceptions of the teachers and parents appear to show that the change in attendance of the students can be specifically attributed to the Renaissance Program. Students, however, do not agree with the perception. The difference here has been found to be significant.

Table 6  
Group Data on Attendance Improvement

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 2.61 | .96                   | 80  |
| Teachers | 3.41 | .83                   | 73  |
| Parents  | 3.44 | .95                   | 43  |
| Total    | 3.09 | .95                   | 196 |

Table 7

## Attendance Improvement : Nominal Data

| Chi-Square | Degrees of<br>Freedom | Significance<br>P < .05 | Min E.F. | Cells with<br>E.F. < 5 |
|------------|-----------------------|-------------------------|----------|------------------------|
| 47.90      | 8                     | .0000                   | 1.32     | 6 of 15<br>(40 %)      |

## Sample Responses from Open-ended Statements:

Students:     -"Attendance has improved."  
                   -"It makes school more fun to attend."

Teachers:     -"One of its greatest benefits is that it provides  
                   an incentive for perfect attendance."  
                   -"Perfect attendance is attainable for all  
                   students."

Parents:       -"Perfect attendance is a good incentive."

## Sample Responses from Interviews:

Students:     -"(If) you come to school everyday and you're  
                   never late and don't get dismissed then at the  
                   end of the term you'll get a perfect attendance  
                   award and you'll be given certain privileges...."  
                   (2/7/92)

Teachers: -"These kinds of things are really exciting but better than that I think attendance has been impacted. It has fewer kids leaving for dentist appointments and coming in for a couple of periods in the day. It seems to be less chaotic. I don't know if staff will actually bear that out but there certainly is a perception that kids are in school more and that there are fewer kids on the dismissal list or are seriously tardy. They want to have perfect attendance. Any kid can make perfect attendance, not every kid will make honor roll, but every kid can make perfect attendance during a particular term. I think that is an incentive." (1/6/92)

Parents: -"More students strive for better attendance now." (2/4/92)

Administrators: -"I think some of the incentives like perfect attendance will help the employers." (2/7/92)

Research Question Three: Have work attitudes improved since the implementation of the Renaissance Program?

From Tables 8 and 9, the data indicate that there are significant differences among the students, teachers, and the parents regarding the effect of the Renaissance Program on improving students' work attitudes. The Scheffe's Post Hoc Analysis showed that the responses of the teachers were significantly different from those of the students. The teachers' perceptions are that the Renaissance Program has had a greater effect on work attitudes than those of both the students and parents.

When asked whether students worked harder because of the program, 42.5% of the students stated that they had. When the teachers responded to the

same question, 60.3% of them stated that students had worked harder and 60.5% of the parents also felt that students had worked harder with the Renaissance Program. Of the total participants, 53.1% felt that students worked harder because of the program.

Specific questions about whether the Renaissance Program had affected work attitudes were responded to favorably by 48.7% of the students, 80.5% of the teachers, and 53.5% of the parents. The total sample was 51.7% in its recognition that students' work habits were influenced by the Renaissance Program.

Regarding whether students felt that the rewards of The Renaissance Program were worth working for 78.8% of the students agreed, 75.3% of the teachers felt the same way, and 72.1% of the parents also agreed. When the total population was studied, 76.0% noted that the students felt that the incentives offered by the Renaissance Program were with the effort.

When asked if the Renaissance Program has influenced the efforts of the students in the school, 41.2% of the students responded favorably. This same perception was held by 71.8% of the teachers and 72.1% of the parents. Of the total population, 61.7% of those surveyed agreed that the Renaissance Program has had an effect on students' efforts in the school.



Table 8  
Group Data on Improved Work Attitudes

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.30 | .85                   | 80  |
| Teachers | 3.72 | .66                   | 73  |
| Parents  | 3.50 | .78                   | 43  |
| Total    | 3.53 | .76                   | 196 |

Table 9  
Work Attitudes Improvement: Analysis of the Variance

| Source of<br>Variance | Degrees<br>of Freedom | Sum of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|-----------------------|-------------------|-----------------|---------|
| Between Groups        | 2                     | 108.92            | 54.46           | 5.82    |
| Within Groups         | 193                   | 1806.08           | 9.36            |         |
| Total                 | 195                   | 1914.99           |                 |         |

### Sample Responses from Open-ended Statements:

- Students:     -"Some students have a better attitude; some still don't care."  
                  -"Encourages people to try and to study harder."  
                  -"Encourages people to try to achieve more goals."
- Teachers:     -"Encourages and motivates students to excel in a supportive atmosphere."  
                  -"Develops positive attitudes."
- Parents:       -"Encourages student initiative and motivation."  
                  -"Encourages positive attitude."  
                  -"If we increase opportunities to 'taste' success, it will lead to further success."

### Sample Responses from Interviews:

- Students:     -"It's an incentives-based program. It's motivational. It's not like blackmail, but it gives goals, something for the student to work for." (2/7/92)  
                  -"It makes you work and it makes you want to work. In general, it has made the student body more positive towards the school." (2/7/92)  
                  -"I think even my friends have changed. For one thing if they are not doing well they think about it....I do notice that they try a little bit harder at the end to try and get that (the incentive)." (2/7/92)
- Teachers:     -"I think the program has changed the school. I think we have more kids trying to raise their grades than before." (1/7/92)
- Parents:       -"It motivates them to try harder, to take the extra step to get to that goal." (2/4/92)  
                  -"It seems to be working. The kids seem to be striving to do better from my point of view." (2/4/92)

Administrators:        -"I see the (program) as a motivational tool that has created a sense that if I work hard I'll get something for it because a lot of kids will say, 'Why should I work hard because I don't get paid?' Everything is monetary. They do get paid. They get in free to a ball game or get 20% off." (1/8/92)

Research Question Four: Is there perceived teacher support for the program?

From Tables 10 and 11, the data indicates that there are significant differences among the students, teachers, and the parents regarding the perception of the support of the Renaissance Program by the teachers. The Scheffe's Post Hoc Analysis showed that the responses of the teachers were significantly different from those of the students and also that the responses of the parents were significantly different from the students. The perceptions of the two adult groups are that the Renaissance Program has had greater teacher support than the perceptions of the students.

When asked specifically whether each group felt that most teachers supported the Renaissance Program, the responses were very different. Only 71.2% of the students felt that there was teacher support. However, 91.1% of the teachers felt that there was teacher support and 79.1% of the parents felt that there was teacher support. Overall, 79.6% of the population felt that there was teacher support for the Renaissance Program.

Only 37.8% of the total population felt that the teachers had their own particular incentives within their classrooms for students to achieve. Responding to the same question, 56.2% of the teachers felt that there were teacher-instituted

rewards but only 31.2% of the students perceived that there were teacher-created incentives and only 18.6% of the parents were aware of these rewards.

When asked about whether teachers have made students aware of specific rewards from the Renaissance Program, 39.8% of all those surveyed agreed. However, there is great diversity among the groups on this question. Only 22.4% of the students were in agreement about this and only 28.9% of the teachers felt that the teachers were discussing the Renaissance Program with their students. However, 93.0% of the parents felt that the teachers were making the students aware of the Renaissance Program's rewards.

Table 10  
Group Data on Perceived Teacher Support

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.06 | .64                   | 80  |
| Teachers | 3.44 | .53                   | 73  |
| Parents  | 3.58 | .33                   | 43  |
| Total    | 3.36 | .50                   | 196 |



Table 11  
Perceived Teacher Support: Analysis of the Variance

| Source of<br>Variance | Degrees<br>of Freedom | Sum of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|-----------------------|-------------------|-----------------|---------|
| Between Groups        | 2                     | 84.89             | 42.45           | 16.08   |
| Within Groups         | 193                   | 509.49            | 2.64            |         |
| Total                 | 19                    | 594.38            |                 |         |

Sample Responses from Open-ended Statements:

- Students:    -"Teachers are not behind the program 100%."  
                  -"Teachers do not agree with students being exempt  
                  from finals, which is one of the main rewards for  
                  doing well."
- Teachers:     -"One of the problems with the Renaissance Program  
                  is resistance by some teachers to give it a  
                  chance."  
                  -"There is need for more teacher involvement in  
                  the program."
- Parents:      -"Our observation is that most teachers are not  
                  actively involved in the Renaissance Program.  
                  Many have not adopted the philosophy of fostering  
                  improvement through positive rewards and  
                  incentives in individual classes."

## Sample Responses from Interviews:

Students:        -"I think the teachers should be more involved in (the program). Some of the kids had problems with the teachers about the program. They should be more knowledgeable about what's going on." (2/7/92)

                      -"There's a better relationship between the teachers and students. In fact, the teachers realize that the kids care. More kids care now about how they do; more so than when they were freshmen. Teachers respect us and realize we're trying to do better." (2/7/92)

Teachers:        -"I think as a teacher when you know the kids want to learn and they are performing it takes the pressure off you to be the sole instructor, that you can pass the responsibility off to kids who perform well in class. It's one of the things I've been doing the last couple of years because I have better quality performance....It improves the atmosphere and the environment." (1/8/92)

                      -"Initially, I had some problems with a kind of financial reward for academic success, but I think that it's more that the financial reward is so limited that it's more like another certificate. I don't see it as a motivation. I don't think a kid is going to work any harder because he's going to be able to get into a dance or a play, but to be able to play that card is a well deserved ego trip." (1/8/92)

Parents:         -"Some people think it's just another toy. I speak of teachers here." (1/15/92)

Administrators:   -"As in all new programs, there are always a few folks (teachers) who don't understand and make it more difficult. Even our most hesitant person now believes it's an outstanding program." (2/7/92)

- "I think staff were a little bit suspicious about the whole thing. It was like this won't last. This is just one person's perception of what's going on is really not going on....I think after the very first (honors) breakfast all of that was shot." (1/8/92)
- "There was initial skepticism, some sentiment that rewarding people for things they should be doing anyway perhaps was not appropriate....I think the issue focused around whether material rewards or symbolic rewards would be given to those students who had achieved a certain level." (2/21/92)

Research Question Five: Is there knowledge of the program in the school?

From Tables 12 and 13, the data indicates that there are significant differences among the students, teachers, and the parents regarding their perceptions about knowledge of the Renaissance Program by various groups. The Scheffe's Post Hoc Analysis showed that the responses of the teachers were significantly different from those of the students and also that the responses of the parents were significantly different from the students. The perceptions of the two adult groups are that knowledge of the Renaissance Program and how it works is much greater than the perceptions of the students.

When asked if most students had heard of the Renaissance Program, 62.0% of the total population agreed. It is interesting to note, moreover, that this was 52.5% of the students, 86.3% of the teachers and 83.8% of the parents.

When asked whether the Renaissance Program took up too much time and effort in the school, the overall responses were that it did not and that 85.8% of the total population agreed with this. This responses was paralleled in all three groups: 89.2% of the students, 90.4% of the teachers, and 76.7% of the parents.

Table 12  
Group Data on Knowledge of the Program

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.68 | .79                   | 80  |
| Teachers | 4.13 | .68                   | 73  |
| Parents  | 4.22 | .77                   | 43  |
| Total    | 4.01 | .74                   | 196 |



Table 13

## Knowledge of the Program: Analysis of the Variance

| Source of<br>Variance | Degrees<br>of Freedom | Sum of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|-----------------------|-------------------|-----------------|---------|
| Between Groups        | 2                     | 45.65             | 22.82           | 10.55   |
| Within Groups         | 193                   | 417.61            | 2.16            |         |
| Total                 | 195                   | 463.27            |                 |         |

## Sample Responses from Open-ended Statements:

Students:

- "Don't know anything about it."
- "Not advertised enough."
- "There should be more assemblies during school to make more people aware of the program and its purpose."
- "Form a committee of teachers to make students aware of the program and encourage students to participate."

Teachers:

- "Not enough people are aware enough of the benefits of the program."
- "More information is necessary. Written information should be given individually and dealt with during an assembly."

Parents:

- "Make people more aware of the program."
- "Improve public relations about the program and its purpose."

## Sample Responses from Interviews:

Teachers:        -"The program should continue and it needs to be brought out more. For example, I knew about it. I said it's great. My kids knew about it, but I didn't know enough about it." (1/7/92)  
                      -"Yes, I think just about everyone is aware that it's going on and I think some kids are certainly more aware than others." (1/8/92)

Parents:           -"The program needs more publicity so people can connect with it." (1/15/92)

Administrators:   -"Because so many activities in a school can quickly be taken for granted, there needs to be a great deal of public relations work with this program. This is true within the school and within the community. Students need to be constantly reminded that the program exists, what it offers, and how it is working."  
(2/24/92)

Research Question Six: Is there a need for teacher incentives as part of the  
Renaissance Program?

The three groups were specifically asked to respond to the statement, "There should be more incentives for teachers in the Renaissance Program." Just barely half of the total group, 51.2%, agreed with that statement. Of the teachers, 63.0% felt that there should be teacher incentives in the program and that was echoed by 52.5% of the students. However, only 28.0% of the parents felt that there should be teacher incentives. There seems to be no strong call for installing teacher incentives as part

of the Renaissance Program. This was most strongly felt by the parents who participated in the survey and is demonstrated in Tables 14 and 15.

Table 14  
Group Data on the Need for Teacher Incentives

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.44 | .76                   | 80  |
| Teachers | 3.45 | .99                   | 73  |
| Parents  | 3.00 | 1.13                  | 43  |
| Total    | 3.35 | .95                   | 196 |

Table 15  
Need for Teacher Incentives: Analysis of Nominal Data

| Chi-Square | Degrees of<br>Freedom | Significance<br>P < .05 | Min E.F. | Cells with<br>E.F. < 5 |
|------------|-----------------------|-------------------------|----------|------------------------|
| 24.82      | 8                     | .0078                   | .702     | 6 of 15<br>(40 %)      |

### Sample responses from Open-ended Statements:

- Students:
- "More recognition for teachers as part of the program."
  - "Recognition of teachers who do more than expected and who support their students."
  - "There is no need for teacher incentives. Teaching is their job."
- Teachers:
- "Teachers are professionals and do not require an incentive beyond their pay check."
  - "Beware of generating an unhealthy competition among teachers."
- Parents:
- "Teachers should not require additional incentives."
  - "I don't know but I believe teachers need incentives as much as students because of budget cuts."

### Sample Responses from Interviews:

- Teachers:
- "Nothing succeeds like success and nothing is more of a psychological rush than success. Not so much the rewards, even though I've complained about that I am not as successful as I would like to be, I'll take my marginal success and my marginal pay over someone else who might be doing less challenging work succeeding more often and getting a lot more money. It's the value of what I am accomplishing that satisfies me and frustrates me when I don't think I am meeting it as well." (1/8/92)
- Parents:
- "What teachers like most is time off and money. I think teachers like the incentives idea. As to what you can give them I don't know." (1/15/92)
  - "Little built-in to support faculty who are facing insecurity of jobs but improved expectations for performance."



- Administrators:- "I think there should be more incentives for the teachers. We should listen to them and let them offer their opinions about this." (2/7/92)
- "I think recognition has been shown to be a powerful motivation for most people not just for students but for adults. Just as this program attempts to address the fact that there are insufficient kinds of recognition for student effort and achievement, I think the same can be said for teachers. There is a need for appropriate and genuine kinds of recognition." (2/21/92)
- "Teachers are professionals and should be encouraged to reach their full potential. Incentives for teachers should be the time and support to improve their repertoire of teaching skills and providing opportunities to network with other professionals. Good work should not be confused with popularity among the students." (2/24/92)

Research Question Seven: Is the Renaissance Program applicable to all students in the school?

A very important question is whether the Renaissance Program is applicable to a wide variety of students in the school. This would include students who are already doing well. It is also important to look at those students who are not doing well in school. The students' perceptions about their own creativity is also of interest. When looking at the data found on Tables 16 and 17, it is noted that once again there is a significant difference between the perceptions of the students and the parents.

When asked about whether the Renaissance Program only helps those students already doing well in school, 73.4% of the total population disagreed. This included 71.2% of the students, 72.6% of the teachers, and 91.1% of the parents.

Another similar question was whether the Renaissance Program should provide rewards for students who are already doing well in school. All three populations agreed with this idea. This was demonstrated when 77.4% of the students agreed with this but 94.7% of the teachers agreed and 100% of the parents for an overall total of 88.8%.

When asked if the Renaissance Program only helps those students who are currently not doing well in school, 92.8% of the total population disagreed. This was held by 91.3% of the students, 95.9% of the teachers, and 90.7% of the parents.

Table 16  
Group Data on the Application to All Students

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.94 | .61                   | 80  |
| Teachers | 4.07 | .59                   | 73  |
| Parents  | 4.23 | .52                   | 43  |
| Total    | 4.08 | .58                   | 196 |

Table 17

## Application to All Students: Analysis of the Variance

| Source of<br>Variance | Degrees<br>of Freedom | Sum of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|-----------------------|-------------------|-----------------|---------|
| Between Groups        | 2                     | 20.50             | 10.25           | 3.33    |
| Within Groups         | 193                   | 594.91            | 3.08            |         |
| Total                 | 195                   | 615.41            |                 |         |

It should be noted that of the 80 senior students who participated in this study 80.0% felt that they were doing well in school at the time of the survey. It also is of interest that 50.0% of the students felt that they were more creative than their fellow classmates.

In an attempt to discern more specific information regarding the influence of the Renaissance Program and how well students perceived they were doing in school, Pearson's Correlation Coefficient was employed. Students' responses to survey statements: 4, 6, 17, 24, were compared with the students' responses to statement 26. As shown in Table 18, results demonstrated little consistent relationship between the students' perceptions and the responses relating to the worthwhile rewards of the program, the students' effort in school, and attendance. However, in the area of improved school attitudes , there was a greater relationship shown and a higher probability rate noted.

Table 18

Pearson's Correlation Coefficient: Students' Perceptions  
of How Well They Are Doing in School and the  
Renaissance Program

| School<br>Attitude      | Worthwhile<br>Rewards    | School<br>Effort        | School<br>Attendance    |
|-------------------------|--------------------------|-------------------------|-------------------------|
| .1593<br>(80)<br>P=.079 | -.0664<br>(80)<br>P=.279 | .0657<br>(80)<br>P=.281 | .0510<br>(80)<br>P=.327 |

When analyzing the influence of the Renaissance Program and how creative students perceived they were, Pearson's Correlation Coefficient was again employed. Students' responses to survey statements: 4, 6, 17, and 24 were compared with statement 27. The data displayed in Table 19 demonstrates that again there was little consistent relationship between the students' perceptions and the four areas analyzed in the research.



Table 19

Pearson's Correlation Coefficient: Students' Perceptions  
of Their Creativity and the Renaissance Program

| School   | Worthwhile | School | School     |
|----------|------------|--------|------------|
| Attitude | Rewards    | Effort | Attendance |
| -.0737   | -.0786     | .0188  | .0343      |
| (80)     | (80)       | (80)   | (80)       |
| P=.258   | P=.244     | P=.434 | P=.381     |

Sample Responses from Open-ended Statements:

Students:     -"A boy on the bus was bragging that he made honor roll for the first time ever because of the Renaissance Program."

Teachers:     -"Middle of the Road" students and low functioning students are not on a fair playing field to benefit from extra programs when being in school each day is tough. Concentrate on those who need social advantages rather than those who already have them."  
                   -"Program's design does not allow it to reach all students."  
                   -"Should not waste time on trying to improve all students' performance."  
                   -"Rewards should be suitable to different types of students' need for recognition."  
                   -"Explore ways to reach more universal students."

Parents:       -"Not sure that positively motivated students gain much from the program."

- "There is a need to reach out to uninvolved students to find ways to involve shy or unmotivated students."

#### Sample Responses from Interviews:

Teachers:

- "We're talking now that a third to one half of the kids are going to be involved in the program. That's a tremendous number of kids to impact--to make feel good about what they're doing in school." (1/6/92)
- "Universal level (students) seem to care more about the school. They come to class more often. I still have some attendance problems but they probably are cut in half." (1/8/92)
- "The students specifically like the breakfast program. The lower level students have particularly enjoyed that." (1/7/92)
- "The most positive aspects (of the program) goes with its purpose that is to give focus to academic achievement. It does touch kids who ordinarily could go through four years of this school and do meritorious work, but aside from a particular grade, they would have no official recognition of what they are and to some kids that means something. It touches kids' lives and they say as much." (1/8/92)

Administrators:

- "My biggest thing is the self image idea and the recognition from the V.I.P. Cards. This especially recognizes the kid who doesn't always achieve. The kids in the mainstream, that honors and basic kids will always be taken care of, but these other kids need recognition." (2/7/92)
- "All students, no matter what their academic potential, have a need to be praised and appreciated. Good students want to know that their efforts are noted and appreciated. Less motivated students respond to the personal touch and a pat on the back. Students with special needs and those who find school difficult also need to know that their work is not taken for granted. All levels of students need to know that there are rewards for their efforts." (2/24/92)

Research Question Eight: Has the Renaissance Program improved community involvement in the school?

Increased community involvement is one of the goals of the Renaissance Program. Only 25.0% of the students felt that there was more community involvement in the school due to the Renaissance Program. The teachers and parents were more positive about increased community involvement. It can be seen that 60.3% of the teachers saw increased community involvement and 62.8% of the parents also saw this same phenomenon. Altogether, only 46.4% of the whole population saw a change in community involvement. It is significant that the perceptions of the students are much less than the two adult populations. This material is displayed on Tables 20 and 21.

Table 20  
Group Data on Improved Community Involvement

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 2.91 | .89                   | 80  |
| Teachers | 3.51 | .82                   | 73  |
| Parents  | 3.67 | .78                   | 43  |
| Total    | 3.30 | .90                   | 196 |

Table 21

## Improved Community Involvement: Analysis of Nominal Data

| Chi-Square | Degrees of Freedom | Significance<br>P < .05 | Min E.F. | Cells with<br>E.F. < 5 |
|------------|--------------------|-------------------------|----------|------------------------|
| 31.80      | 8                  | .0001                   | .87      | 6 of 15<br>(40 %)      |

## Sample Responses from Open-ended Statements:

Students:    -"Community and parents are more involved with the school."

Teachers:    -"Gets community involved in our school."  
 -"One of the problems with the program is the lack of area businesses which could subsidize major incentives."  
 -"There is need for greater community involvement."  
 -"There is need for more financial support from the business community."

Parents:      -"Continued funding or generosity of the local businesses in a recessionary economy could pose a problem."  
 -"It has increased parent and community involvement."



## Sample Responses from Interviews:

- Students:        -"I know that businesses are much more willing to say I support Silver Lake." (2/7/92)
- Teachers:        -"One of the problems with the program is the need for more community support." (1/6/92)
- Parents:         -"One of the troublesome aspects of the program is the socio-economic situation. This influenced participation of businesses in the summer incentives. On the whole I know they have done as much as they can afford to do." (2/4/92)
- "I think the community is more involved. Not on as large a scale as I would want it, but I think we can see, as we go along, that the program draws more parents and certainly has drawn much of the community in....It's nice for the community at large to see that we are doing positive things for the students here and they are excited about it." (1/15/92)
- "I think it's changed the perception of the school in the public's mind because there have been lots of articles about what goes on and they are always good. I think the people think that the school is more a part of the community and they can become involved because of the program." (1/15/92)
- Administrators:   -"The Renaissance Program has been the key to bringing the volunteer program to Silver Lake. It has gotten the community more involved in the school." (2/7/92)
- "The biggest change has been the perception within the community that what we are doing is really good and we are really doing something. We are not just looking for budget dollars. We are really giving them something for their money." (1/8/92)
- "It has raised community awareness of the school's orientation towards student achievement and student performance. I think it has provided the community opportunities to get formally involved in contributing ideas and resources, especially with businesses." (2/21/92)

Research Question Nine: Has the Renaissance Program improved parental involvement in the school?

Another important aspect of the Renaissance Program is increased parental involvement in the school. Again, according to Scheffe's Post Hoc Analysis, there is a significant difference between the perceptions of the students and the teachers in this area. This is displayed in Tables 22 and 23.

When asked specifically whether parents are more involved in the school because of the Renaissance Program, 43.9% of the total population agreed. This was felt by 25.0% of the students, but 68.5% of the teachers, and 37.2% of the parents.

When asked to assess parental support for the Renaissance Program, again only 47.5% of the total population felt that there was parental support. This feeling was held by 45.0% of the students in the survey, 41.1% of the teachers, and 62.8% of the parents. All three groups felt that parental support had improved due to the Renaissance Program but, as with the community involvement, the students were not as aware of the change.

Table 22  
Group Data on Improved parental Involvement

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.10 | .80                   | 80  |
| Teachers | 3.51 | .60                   | 73  |
| Parents  | 3.37 | .87                   | 43  |
| Total    | 3.33 | .68                   | 196 |

Table 23  
Improved Parental Involvement: Analysis of the Variance

| Source of<br>Variance | Degrees<br>of Freedom | Sum of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|-----------------------|-------------------|-----------------|---------|
| Between Groups        | 2                     | 26.88             | 13.44           | 6.99    |
| Within Groups         | 193                   | 370.93            | 1.92            |         |
| Total                 | 195                   | 397.81            |                 |         |

### Sample Responses from Open-ended Statements:

Students:     -"Parents are more involved with the school."

Teachers:     -"It gets parents involved."  
                  -"There is increased parent participation."  
                  -"There is increased parent awareness and  
                  involvement."

Parents:       -"It increases parent involvement."

### Sample Responses from Interviews:

Students:     -"I do see more parents in the school." (2/7/92)  
                  -"The parents see their kids wanting to do  
                  something, and actually getting excited about a  
                  program that is school-related. It makes the  
                  parent feel good that something good is  
                  happening." (2/7/92)  
                  -"Parents are definitely getting more involved." (2/7/92)

Teachers:     -"The lack of parent participation bothers me." (2/4/92)  
                  -"Silver Lake may be the only school in the area  
                  that has an Academic Boosters Club. It's a group  
                  of dedicated parents who have put in a lot of  
                  work, especially for the summer component of the  
                  program." (1/6/92)  
                  -"Parents seem to be more involved in that they  
                  are actually showing interest in whether the kids  
                  pass or fail. I would like to think again that  
                  it is the program." (1/8/92)  
                  -"We have quite a few parents who come to our  
                  (honors) breakfasts. Many more than were ever  
                  here before. I even have parents at conferences  
                  who talk about it or ask about it." (1/7/92)  
                  -"The measurements that I see as far as community  
                  and parental involvement is what I see on  
                  parents night and what I see at town meetings. I  
                  haven't seen significant changes there." (1/8/92)



Parents:        -"The Program has made me feel welcome as a parent in the school. I constantly tell people to come into the school and work." (2/4/92)  
                   -"Some parents don't even know what's involved in the Renaissance Program." (1/15/92)

Administrators:   -"It's brought parents into the school which was one thing thing that we rarely saw, unless they were here for guidance issues." (1/8/92)

Research Question Ten: Has the Renaissance Program been an incentive to graduate?

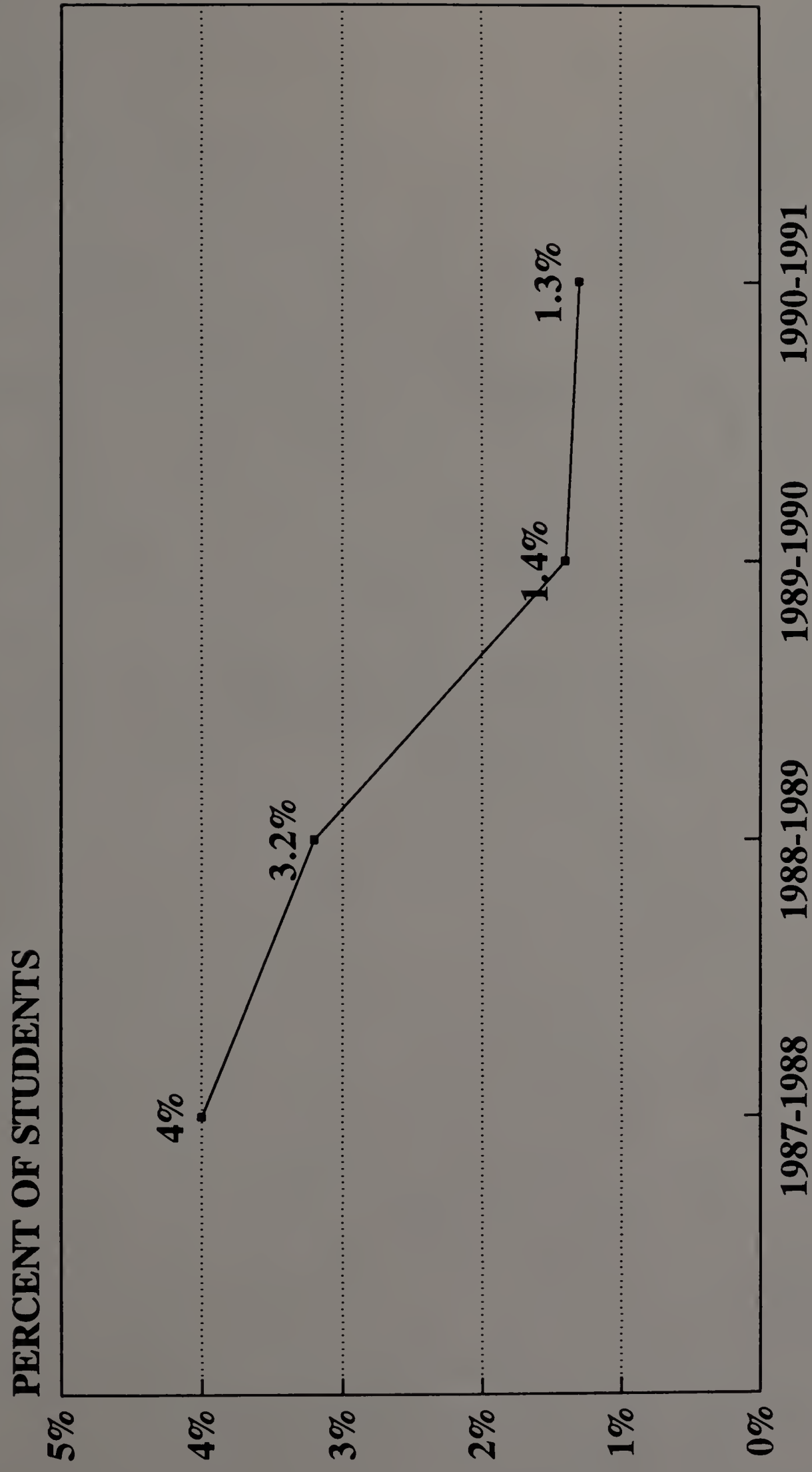
The data found in Table 24 points out that, although drop-out figures at Silver Lake Regional High School had decreased in the years prior to the introduction of the Renaissance Program, there were dramatic drops in the first year after the introduction of the program. The decrease in the drop-out rate is shown on the graph in Figure Three on the following page.

Table 24

Drop-out Rates before and after the  
 Introduction of the Renaissance Program

| School Year | Number of<br>Dropouts | Per cent of<br>Students | Per cent of<br>Change |
|-------------|-----------------------|-------------------------|-----------------------|
| 1987-1988   | 73                    | 4.0                     | -23%                  |
| 1988-1989   | 56                    | 3.2                     | -20%                  |
| 1989-1990   | 23                    | 1.4                     | -56%                  |
| 1990-1991   | 22                    | 1.3                     | - 7%                  |

# DROPOUT DATA



**SCHOOL YEARS**

Figure 3: Dropout rates before and after the introduction of the Renaissance Program.

The data found in Tables 25 and 26 also point out that there is a significant difference among the three populations in the study regarding their perceptions about whether students are less likely to drop out of school due to the Renaissance Program. Only 27.5% of the total sample felt that there was a relationship here. This included only 18.7% of the students, 31.5% of the teachers, and 37.3% of the parents.

There was no significant difference among the groups in the area of drop-out prevention. Although there has been a improvement in drop-out rates, it was not clear whether these results were influenced by the Renaissance Program.

Table 25  
Group Data on Graduation Incentive

| Role     | Mean | Standard  | N   |
|----------|------|-----------|-----|
|          |      | Deviation |     |
| Students | 2.75 | .86       | 80  |
| Teachers | 2.90 | .93       | 73  |
| Parents  | 3.00 | 1.02      | 43  |
| Total    | 2.86 | .92       | 196 |

Table 26

## Graduation Incentive: Analysis of Nominal Data

| Chi-Square | Degrees of<br>Freedom | Significance<br>P < .05 | Min E.F. | Cells with<br>E.F. < 5 |
|------------|-----------------------|-------------------------|----------|------------------------|
| 8.61       | 8                     | .3764                   | .878     | 6 of 15<br>(40 %)      |

## Sample Responses from Interviews:

Teachers:      -"I think the Renaissance program has taken the school from where it was to a higher step. We went through a period of time when morale was the problem and we didn't seem to be going anywhere. We were pretty much stagnant. Our scores on national tests were going down. The kids didn't seem to be interested in school and this was going in the wrong direction. More kids were absent and were dropping out. This is an attempt to make schools more worthwhile for kids that weren't interested and to reinforce even more the benefit of getting a good education." (1/8/92)

Administrators:      -"The need to feel successful and appreciated is common to all students and is not felt often by the 'at-risk' student. This program encourages and applauds all levels of positive performance. The V.I.P. Program acknowledges slight improvements in non-honors level work. I believe this can influence students so that they don't give up on school." (2/24/92)



Research Question Eleven: Has school spirit been improved by the Renaissance Program?

Increasing school spirit is another positive goal of the Renaissance Program. From the data on Tables 27 and 28 it can be seen that although all groups see a positive influence here, there is no significant difference from one group to another. Overall, school spirit appeared to have been favorably influenced by the Renaissance Program.

When asked if learning has become more fun because of the Renaissance Program, 41.9% of the total population agreed. This was 39.9% of the students, 30.1% of the teachers, but 65.1% of the parents.

When asked if students enjoyed school more because of the Renaissance Program, 45.4% of the total population agreed. This was 35.0% of the students, 52.0% of the teachers and 53.5% of the parents.

When asked specifically whether there was increased school spirit because of the Renaissance Program, 56.1% of the total population agreed. This was 48% of the students, 68.1% of the teachers, and 62.8% of the parents.

Table 27

## Group Data on Improved School Spirit

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.15 | .79                   | 80  |
| Teachers | 3.15 | .70                   | 73  |
| Parents  | 3.44 | .76                   | 43  |
| Total    | 3.25 | .75                   | 196 |

Table 28

## Improved School Spirit: Analysis of the Variance

| Source of<br>Variance | Degrees<br>of Freedom | Sum of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|-----------------------|-------------------|-----------------|---------|
| Between Groups        | 2                     | 23.08             | 11.54           | 2.27    |
| Within Groups         | 193                   | 979.02            | 5.07            |         |
| Total                 | 195                   | 1002.10           |                 |         |

### Sample responses from Open-ended Statements:

- Students:     -"Gives more school spirit."
- Teachers:     -"It improves school spirit."  
                  -"There is a better atmosphere to teach in."  
                  -"The program should raise standards for student  
                    conduct and deportment and have less 'spirit'  
                    enhancement."  
                  -"It contributes to both school spirit and pride."
- Parents:       -"There is increased school spirit."

### Sample Responses from Interviews:

- Students:     -"By encouraging the kids to do better it reflects  
                    more positively on the school. It gives a much  
                    more positive reflection. It improves the  
                    environment." (2/7/92)
- Teachers:     -"I think the program has had an effect on  
                    school spirit but it is marginal." (1/8/92)
- Parents:       -"Things have turned around pretty well. There is  
                    more closeness. Kids have come together a lot  
                    more." (2/4/92)  
                  -"I think I can say it has definitely changed the  
                    school and only for the better. It has had a real  
                    positive impact." (1/15/92)
- Administrators:     -"One of the most positive aspects of the program  
                    is the good feelings the kids have for each  
                    other." (2/7/92)

Research Question Twelve: Does the Renaissance Program need to be improved? If so, how?

The data found in Tables 29 and 30 note that there is some need for improvement in the Renaissance Program. It also points out that there is significance in the information retrieved from the surveys. This data does not point out that there is a great demand for change in the program.

When asked if the rewards of the Renaissance Program should be much better, only 36.2% of the total population agreed. This was felt by 43.7% of the students, 31.5% of the teachers and 30.2% of the parents.

Table 29  
Group Data on Need for Program Improvement

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.30 | .89                   | 80  |
| Teachers | 2.82 | .96                   | 73  |
| Parents  | 2.83 | .92                   | 43  |
| Total    | 3.02 | .94                   | 196 |



Table 30

## Need for Improvement: Analysis of Nominal Data

| Chi-Square | Degrees of Freedom | Significance<br>P < .05 | Min E.F. | Cells with<br>E.F. < 5 |
|------------|--------------------|-------------------------|----------|------------------------|
| 19.73      | 8                  | .0114                   | .219     | 6 of 15<br>(40 %)      |

## Sample Responses from Open-ended Statements:

- Students:    -"Give better awards."  
                   -"Give more awards."  
                   -"No suggestions."
- Teachers:    -"Some students need values of the Renaissance  
                   Program taught to them before we can expect them  
                   to strive to reach these goals."  
                   -"Provide more pragmatic rewards."  
                   -"Increase student participation."  
                   -"No suggestions."
- Parents:      -"Ask students for suggestions."  
                   -"No suggestions."

## Sample Responses from Interviews:

- Students:    -"Keep it fresh with new incentives, new ideas.  
                   It doesn't have to be too often, just once in a  
                   while. Ask the students for ideas." (2/7/92)

Teachers:        -"I fear that the program could broadcast a shallow message and the shallow message is not the accomplishment the counts but the reward. I think the program needs to work in conjunction with a lot of other things but a lot of other things aren't going on mainly because of fiscal constraints." (1/8/92)

Parents:         -"Work on more incentives. Freshen the program so it won't become stale." (2/4/92)  
                  -"I'd like to see it grow more. Everything gets redundant after a while. Rewards might need to be changed to meet the climate of the class or what's going on in the world." (2/4/92)  
                  "-To improve the program, I'd like to see more parents get involved." (1/15/92)

Administrators:   -"Just keep coming up with things which is hard. Just continue to brainstorm. Don't be afraid to borrow things from other people; if it's a better idea, borrow it." (2/7/92)  
                  -"I'm not sure I'd change anything, but I might see what's working and what isn't. Probably talk to more kids and staff at this time. Kids will give us the insight about what to use." (1/8/92)

Research Question Thirteen:       Is there overall support for the Renaissance Program in the school?

The final research question was asked in order to assess support for the Renaissance Program at the school. Tables 30 and 31 show that there is significant support for the continuance of the program. Of those who participated in the survey, 84.2% supported the program. This was 73.7% of the students, 93.2% of the teachers, and 88.4% of the parents.

Table 31  
Group Data on Overall Support for the Program

| Role     | Mean | Standard<br>Deviation | N   |
|----------|------|-----------------------|-----|
| Students | 3.95 | .84                   | 80  |
| Teachers | 4.29 | .68                   | 73  |
| Parents  | 4.20 | .77                   | 43  |
| Total    | 4.13 | .78                   | 196 |

Table 32  
Overall Support of the Program: Analysis of Nominal Data

| Chi-Square | Degrees of<br>Freedom | Significance<br>P < .05 | Min E.F. | Cells with<br>E.F. < 5 |
|------------|-----------------------|-------------------------|----------|------------------------|
| 16.06      | 8                     | .0415                   | .219     | 6 of 15<br>(40 %)      |

### Sample Responses from Open-ended Statements:

- Students:     -"It improves student self-esteem. Students feel that they do matter."  
                  -"You feel more confident in your school work."
- Teachers:     -"It develops positive attitudes toward school."  
                  -"It provides a spirit of friendly, positive competition."  
                  -"Rewards should provide motivation and achieve a sense of self-satisfaction from learning."
- Parents:       -"It is a start in the right direction which is a plus for the school district."  
                  -"A program based on positive incentives for improvement can only breed success."  
                  -"It improves self-esteem."

### Sample Responses from Interviews:

- Students:     -"The program should definitely continue." (2/7/92)
- Teachers:     -"Yes, the program should continue and it needs to be brought out more. Every year maybe it needs to be evaluated." (1/7/92)  
                  -"The program should continue because we have no evidence that it is having a negative effect. So let's go with everything that seems to be working. Anything that seems to have potential, let's stay with it until we have evidence that it's the wrong way to go." (1/8/92)
- Parents:       -"The program should absolutely continue." (2/4/92)  
                  -"I support the program because it helps kids feel better about themselves. It helps to build and develop self-esteem. I think we are really in tune with that at this school. That makes me really happy." (1/15/92)



- Administrators:
- "Yes, I really think the program should continue." (2/7/92)
  - "I think the program should continue. Why change something that works?" (1/8/92)
  - "In my experience there is nothing that has surfaced that causes me to be concerned about the value or intrinsic merit of the program." (2/21/92)
  - "It truly has made a difference at Silver Lake. It should be supported, expanded, and continue for many years." (2/24/92)

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Discussion of the Findings

The purpose of this chapter is to discuss the findings of the study. From these findings, certain conclusions will be drawn and recommendations will be made for further research regarding the Renaissance Program and the use of incentives in high schools. Analysis of the findings was based on the information received in three different ways: 1) from specific achievement and attendance data; 2) from data generated by both closed and open-ended statements given to students, teachers, and parents at Silver Lake Regional High School; and 3) from data collected from a series of interviews with administrators, students, teachers, and parents involved with the school.

Research Question One: Have student grades improved due to the Renaissance Program?

Material from the achievement records of Silver Lake Regional High School from 1987 to 1991 showed that, since the introduction of The Renaissance Program to the school that there was an increase in the number of students who received all As and an even greater increase in the number of students who received all As and Bs. During that time period the number of students receiving honors recognition had gone from one in eight of the students to one in five.

It is interesting to note that about one-third of the total population surveyed did not necessarily relate the changes in achievement to the Renaissance Program. Of the total population, about one-fourth noted "No Opinion" to this while another about four-fifths of those surveyed noted that the Renaissance Program had influenced grades. Students and teachers were much more reticent to commit to the impact of the Renaissance Program on grade improvement than the parents.

Regarding the motivational aspects of the Renaissance Program, the results were very similar with the parents seeing a much greater influence on motivation than the students and teachers. Again about one-fourth of the total population had "No Opinion" about the motivational concept of the Renaissance Program, while about one-third of the respondents agreed that the program provided motivation to the students. The data in both of these areas pointed out that all groups perceived that there was an impact of the Renaissance Program on the school but that many of the participants were not sure to what extent it had influenced achievement in the school.

The influence of the Renaissance Program on achievement was demonstrated in the open-ended responses and the interview comments. Administrators, students, teachers, and parents used words like "encouragement", "motivate", "rewards", "change", and "achieve" to describe the impact of the program on the students of the school. Although, not everyone in the school saw a causal relationship between the Renaissance Program and motivation, the fact that

the school was making efforts to support and encourage achievement made the school population talk about achievement and, in many cases, because of this, more students responded to the incentives and achieved honor roll status.

Specific statements collected from the interviews helped to clarify perceptions regarding achievement and motivation. Although none of the four groups (administrators, students, teachers, or parents) had specific statistics available to them, they all felt that it was more "fashionable" to talk about grades and achievement with all types of students, not just those who always had done well in school. Many talked of knowing students who were feeling great about themselves because they had managed to get on the honor roll for the first time once the Renaissance Program had been in place. The motivation of an honors breakfast or other incentives such as being excused from a final examination were noted by representatives from all groups as very appealing incentives.

Honor roll data does point out that grades have improved since the institution of the program. Beyond that, it is the consensus of those in this study that the Renaissance Program has brought about an awareness and a commitment to grade improvement in the school. The Renaissance Program has, indeed, influenced student motivation and improved grades at Silver Lake Regional High School.



Research Question 2: Has student attendance improved due to the  
Renaissance Program?

Materials from the attendance records of Silver Lake Regional High School showed that in spite of a continual decline in the total school population that the daily percentage of students present improved by 0.97% from 1987 to 1991. A school attendance policy had been in effect since 1983. However, the increase in attendance cannot be limited to this policy because after the first two years of its implementation, attendance levels had begun to plateau.

Survey participants responded to the statement regarding improvement of attendance similar to the way they had responded to the program's influence on achievement. Again, all three groups of participants were not quite sure whether the changes in attendance were directly related to the Renaissance Program. Of the total population, about one-third noted "No Opinion" to this statement, while almost two-fifths of those surveyed noted that the Renaissance Program had influenced attendance. Students saw much less of an impact on this area than their teachers and parents.

The influence of the Renaissance Program on attendance was very clear from the open-ended statements and the interviews. All groups had noted that attendance has improved in the school and that, although honor roll may not be achievable for all, perfect attendance was attainable and that the incentives of the

Renaissance Program had motivated students to work towards perfect attendance. Those interviewed felt that the attendance aspect of the Renaissance Program was very important and very effective.

Information on attendance points out that all groups were unsure of the impact of the Renaissance Program at the school. However, the school's attendance data did point out that attendance had improved since the institution of the program. It can be said, then, that the Renaissance Program had influenced attendance at Silver Lake Regional High School.

Research Question Three: Have work attitudes improved since the implementation of the Renaissance Program?

Over one-half of the total population surveyed felt that students had worked harder since the implementation of the program. It is interesting to note that while only 40% of the students saw the change in this area, about 60% of the teachers and parents had noticed the difference. Similar results were found when the participants were asked specifically whether the students' work habits had improved since the introduction of the program. In this area, over 80% of the teachers, responded favorably. They would be the best assessors of the influence on change in work habits.

Over three-fourths of the total population responded favorably to the question about whether the Renaissance incentives were worth the effort.

Statistically, the Renaissance Program appeared to have had influence on students' work habits and the data from open-ended statements and interviews appeared to reiterate this perception. Respondents to the open-ended statements in the survey commented on "better attitudes", "supportive atmosphere", and the fact that students were "striving to do better." Many of those interviewed commented about the perception that school work was taken more seriously and was, in fact, discussed more openly by students. The Renaissance Program has helped to create a positive environment to motivate success in the school. Work attitudes have improved since the implementation of the Renaissance Program.

Research Question Four: Is there perceived teacher support for the program?

It might be expected that the teachers would support the concepts of the Renaissance Program. However, from the survey, it is interesting to note that there is a definite difference among the perceptions of the students, teachers, and parents regarding teachers' support. Although over 90% of the teachers said that they supported the program, this was not as strongly perceived by the parents (79.1%) and, where it is most important, by the students (71.2%). Some students noted that the program was not discussed in the classrooms but commented that it was more supported by the administration. Teachers philosophically accepted the concepts of the program but were not committed to the use of incentives as part of their individual classroom procedures.

The teachers' ambivalence regarding the Renaissance Program was more obvious when they were asked whether they had used incentives in their classes. While over one-half of the teachers said that they used incentives in the classroom, less than one-third of the students perceived that the teachers had used them and less than one-fifth of the parents were aware of teacher-created incentives. Teachers may have wanted to use the power of incentives in the classroom but they were not getting the message across to the students and their parents.

Both students and parents who participated in the interviews commented on perceived teacher indifference, or in some cases, hostility to some aspects of the program. This feeling was particularly strong regarding the incentive of allowing students to be excused from a final examination. It was also noted that teachers needed to be more involved with the planning and implementation of the program. One teacher also commented about his philosophical concerns of using extrinsic incentives for education which should be an intrinsic motivator. He also noted, though, that many of his earlier concerns with the program had dissipated and that good things were happening in the school because of the Renaissance Program.

There was perceived teacher support for the Renaissance Program in the school. However, the survey and interviews point out that this could be greatly improved.



Research Question Five: Is there knowledge of the program in the school?

Awareness of the incentives of the Renaissance Program was essential if the program was to be successful. It was of note, then, that about two-thirds of the sample population had information about the Renaissance Program. Even more interesting is the fact that, although over 80% of the teachers and parents thought the students were aware of the program, only about one-half of the students felt that there was enough information about the program.

Although the administrators were not asked in the survey about the time commitment to the program, all three groups in the survey population felt that the program was worth the time and effort necessary to implement it. Administrators, who were interviewed felt that it was worth the effort but felt that it did take quite a bit of time to work on the program and that publicizing it in the school and community was a major project.

Those who were interviewed also felt that there needed to be even more publicity and awareness building if the program were to continue to succeed. Students requested more assemblies that would explain the program and the adults looked for more work with the media. A program like Renaissance cannot be taken for granted for even a brief while. There needs to be constant reinforcement in a variety of ways.



There was knowledge of the program in the school but it was not as widespread as it should be. Identified as one of the chief responsibilities of the administration, publicizing the benefits of the Renaissance Program to the school and the community was a major project. More students, teachers, and parents need to be involved in the planning, implementation, and publicizing of the Renaissance Program in the school.

Research Question Six: Is there a need for teacher incentives as part of the Renaissance Program?

Both students and teachers were not enthusiastic in their support for the implementation of teacher incentives in the Renaissance Program. Parents were much more hesitant about the idea. Some participants felt that, especially due to the difficult financial times in schools, that teachers needed incentives similar to those for the students.

Many others students, parents, and teachers, though, felt that teachers were professionals who were paid to do a job and did not need incentives. Some teachers felt very strongly that the use of teacher incentives could develop into popularity contests or unhealthy competition among teachers. Those who were interviewed appeared to be very ambivalent on this question. They noted a need for appreciation and recognition but not necessarily through an incentives program.

As with all the other choices for incentives in the program, teacher incentives are not a requirement of the Renaissance Program. At this time, there is no need to make teacher incentives part of the Renaissance Program.

Research Question Seven: Is the Renaissance Program applicable to all students in the school?

This question was one of the most important in the study. Any kind of incentives program in a school would be successful only if it were available to a wide cross-section of the student body. Almost 90% of the total survey population agreed that students doing well in school should receive rewards. However, three-fourths of the participants in the study felt that the Renaissance Program was not just for students who were already doing well in school.

In a similar fashion, almost all of the survey participants felt that students who were not doing well in school should receive benefits from the program. They also asserted, though, that the program should not be the exclusive domain of those students who had been doing poorly in school. It appeared that the program was suitable to all types of students and that it was not limited to an individual's ability, former success, or learning style.

Those teachers who participated in the interviews had mixed feelings about the universal appeal of the Renaissance Program to all students in the school. Some felt that the middle level ability students were unaffected while others felt that there had been specific differences in those classes since the program. Uninvolved students were a concern of some parents. Some teachers commented that the program was a way for some students to receive the only recognition that they might ever get in school. The use of V.I.P. (Very Improved Person) cards for improvement rather than honor roll was a real positive aspect to a number of those interviewed. The idea of competing with oneself, no matter what the current level of achievement, was a very attractive part of the program.

When a correlation was made between how well students perceived they were doing in school and four concepts involving the Renaissance Program, no strong relationship was demonstrated. This was also true when a comparison was made between students who noted their own creativity levels and the same four Renaissance concepts. Except in the area of improved school attitudes, students did not seem to see a relationship between their achievement or creativity and the Renaissance Program. Although it cannot be definitely asserted that students saw their performance greatly influenced by the Renaissance Program, they did respond positively to the attractiveness of rewards and incentives given for academic success.

Because there was no definition of what "doing well in school" or "more creative than the average student" meant in the survey, there could be some

disparity in the understanding of the statements. However, at this time it cannot be said with confidence that students perceive a strong influence of the Renaissance Program on their personal success. This could be another area where increased publicity and teacher reinforcement of the Renaissance Program in their classrooms could make a difference.

Regarding its availability and attractiveness, the Renaissance Program is applicable to all students in the school. For some students, it is a reward for good work, for other students, it is an incentive to improve performance. One of the strengths of the program is that it is not limited to one group or another. There is enough variety and flexibility in the program so that it can discern a need for the entire student population and attempt to find an incentive to fulfill that need.

Research Question Eight: Has the Renaissance Program improved community involvement in the school?

Approximately two-thirds of the adults in the survey felt that community involvement had improved since the implementation of the Renaissance Program. Only one fourth of the students, however, agreed. Students may have taken for granted many of the components of the program and, perhaps, if they had been more involved in the implementation of the program, they would have appreciated the need for community involvement for it to be successful.



Although there was a call for even more community involvement in the Renaissance Program, most of those interviewed felt that there had been an increase in community involvement in the school. This was especially true in that many businesses had been providing incentives for the program. The community was also perceiving that the school was working to improve grades, attendance, and the overall quality of the educational experience for its students. The message was getting out that there were mutual benefits for the school and, especially to the business community, if students improved in school. In spite of real concerns about the economy, the community was supportive of the program.

Over fifty different businesses or services have been involved in the Renaissance Program both during the school year and during the summer. These businesses are the resources for many incentives including discounts, two-for-one deals, and gifts. Prior to the Renaissance Program there was some community support by the school but not to the extent seen in the Renaissance program. There definitely has been improvement in community involvement because of the Renaissance Program.

Research Question Nine: Has the Renaissance Program improved parental involvement in the school?

Whereas only one-fourth of the students saw more parental involvement, over two-thirds of the teachers stated that they had seen improved parental involvement due to the Renaissance Program. A little over one third of the parents

also saw this improvement. Teachers, who are in the school from year to year were clear in their perceptions that the parents were more involved in the school. Over one hundred parents were attending the morning awards breakfasts for the students. More parents were attending the parents' nights sponsored by the school. Parents had begun an Academic Boosters Club to support the Renaissance Program. Parents formed themselves into a strong, active group of volunteers in the high school. Again, students may have taken this for granted and other parents may not be aware of the scope of parental involvement but both teachers and administrators noticed a definite, positive difference.

About half the total population felt that the parents were supportive of the Renaissance Program. Two-thirds of the parents expressed support but this was perceived by only about 40% of the students and teachers. Lack of support appeared to be for two reasons: 1) lack of real knowledge or awareness of the program; or 2) the typical lack of parental involvement in a school when students reach high school age.

In interviews, those parents who were already active in the school were very concerned about the need for even more parental involvement in the school. However, both teachers and administrators were very pleased that there had been many more parents visiting the school and that a new parent volunteer program had been developed because of the more positive interactions that had occurred

since the beginning of the Renaissance Program. Parents felt that they were more welcomed and appreciated in the school since the inception of the Renaissance Program.

Teachers and students acknowledged that there was need for more support from the parents. There has been some improvement, but there is room for even more parental participation. Although there is a real need to get more information about the Renaissance Program to the parents, it is clear that the Renaissance Program has improved parental involvement in the school.

Research Question Ten: Has the Renaissance Program been an incentive to graduate?

Since the implementation of the Renaissance Program, the drop-out rate at Silver Lake Regional High School has diminished by 63%. It is currently at a level of 1.3% of the student population, which is definitely an outstanding rate compared to many other schools in the area.

Perceptions of the Renaissance Program having an effect as a graduation incentive are not clear. Only about one-fourth of the total population felt that the program had had an influence on drop-outs. Less than one-fifth of the students and about a one-third of the adult groups felt that there was a connection between Renaissance and graduation. This certainly is not a clear connection.

Similar to questions regarding achievement and attendance, no statistical data were made available to the participants in the study. Any judgments were clouded by lack of specific information. However, during the interview process teachers and administrators did note that higher grades and improved attendance did appear to make a difference in the school. Students' self-esteem had improved and there appeared to be fewer students dropping out of school.

The drop-out rate at Silver Lake Regional High School has definitely improved since the introduction of the Renaissance Program to the school. Potential drop-outs may have been influenced by the positive environment of support created by the program but this has not been perceived by a majority of those who participated in the survey. The Renaissance Program has been an incentive to graduate, but the extent of its impact is not clear.

Research Question Eleven: Has school spirit been improved by the Renaissance Program?

School spirit is a difficult concept to define, although anyone who has been in a school can tell whether there is strong or weak school spirit there. It can be seen in the morale of students and teachers, the condition of the building, and in the participation and enthusiasm seen in school activities. Two of the philosophical goals of the Renaissance Program are to increase school spirit and to develop positive morale in the school through the satisfaction derived from positive feedback and the confidence derived from the program.



One of the signs of increased school spirit is the perception that learning and teaching are "more fun." About 40% of the population agreed that there was an improvement in this area due to the Renaissance Program. This was noted by about one-third of the students and teachers but two-thirds of the parents. There seemed to be an influence on improving the general school environment through the incentives of the Renaissance Program but its results were not clear to those in the survey. This result could be directly related to the question of teachers using incentives in their own classrooms.

In the same way, another aspect of spirit was the sense of enjoyment students had in the school. The feelings of the total population were a little greater in this area. This was perceived by about one half of the adult population but only by about one-third of the students. Again, a sense of improved climate was seen in the school environment, but it is limited due to varying ideas about what school enjoyment meant.

When asked specifically if the Renaissance Program had increased school spirit the perceptions were much greater. About one half of the students and about two-thirds of the adults felt that there was an increase of school spirit. This difference, again, could be due to differences in attitudes about what can be defined as school spirit.

All four groups interviewed felt that school spirit had improved since the implementation of the program. One teacher, in fact, felt that it had improved too

much and had become a problem. However, almost all of those interviewed felt that there was an increase in pride and improved atmosphere since the program had begun. They felt that there was much more accentuation on the positive aspects of school and that students were closer and more involved in the school.

All groups in the study have commented on improved school spirit and about the students getting along better in the school. The program has helped to create a more positive climate in the school. Overall, it can be said, then, that school spirit has been improved due to the Renaissance Program.

Research Question Twelve: Does the Renaissance Program need to be improved? If so, how?

There was no resounding cry from the populations of the school to improve the Renaissance Program. Only one-third of the total population called for changes. This reflected less than one-third of the teachers and parents but almost one-half of the students. Considering that the students who are the focus of the program, the school certainly needs to look at the program to seek ways to improve it.

The most significant comments about improving the Renaissance Program were very clear from all groups interviewed and from comments found in the open-ended part of the surveys. Beyond the call for "more" or "better" rewards, was the more pragmatic and realistic call to have more parent and teacher involvement and, especially, more student involvement in the planning and implementation of the

program. There appeared to be a perception that the Renaissance Program was "administrator-driven" and that there needed to be more ownership of the program by the rest of the school.

Those interviewed had a great deal of difficulty coming up with realistic suggestions for improvements of the program. Many felt that it should stay the way it was while others called for continual planning by a cross-section of the school to keep the ideas fresh and of interest to the students.

As with all incentives programs, there was a need to keep ideas fresh and attractive. There was no great demand for change of the program as a whole, but there was, indeed, a need to improve the Renaissance Program. This would best be accomplished through developing committees of various school groups to help discern what would be the most effective incentives for students.

Research Question Thirteen: Is there overall support for the Renaissance Program in the school?

Of all the research questions, this one appeared to be the clearest and easiest to assess. Over four-fifths of the total population supported the program. This was expressed most strongly by the teachers (93.2%), then the parents (88.4%), and by the students (73.7%). The adult population had expressed overwhelming support for the program but over one-fourth of the students appeared to have reservations

about it. It is of interest, though, that less than 4% of the total population did not support the Renaissance Program in the school.

There were many reasons why there was overall support of the Renaissance Program in the school. Self-esteem, confidence building, and success were important factors to many participants in the survey and certainly were reflective of the goals of the program. Hesitation about the program from the students' point of view appeared to be in two areas. One concern was the need to publicize the program in teachers' classes and the school as a whole. The other was the need to have more student involvement in the running of the program.

Those who were interviewed were totally supportive of the Renaissance Program in the school. There was a universal call to maintain and expand the program. Certainly, there were degrees of enthusiasm for the program but all participants commented on the improvement of individual self-esteem and confidence. There was also a desire to evaluate the program on a regular basis.

Although there is room for improvement, it can be said, with confidence, that there is overall support for the Renaissance Program in the school. Throughout the interviews and in the majority of open-ended statements in the surveys the reactions were all very similar regarding whether or not the school should continue the Renaissance Program. There was strong and enthusiastic support for the program to continue in the school.



## Implications and Conclusions

The main purposes of this study were: 1) to determine whether the Renaissance Program for Academic Excellence could effectively improve academic achievement and attendance in high schools; 2) to determine whether grades and attendance had been improved at Silver Lake Regional High School during the time that the Renaissance Program had been in effect in the school; and 3) to examine and compare the perceptions of teachers, students, parents, and administrators who had been involved with the Renaissance Program at Silver Lake Regional High School during the 1989 to 1991 school years.

Ross Larson, the founder and director of the Renaissance Foundation, reiterated the purpose of the Renaissance Program during a recent guest appearance on a popular radio program in the Boston area:

The purpose of the Renaissance Foundation is education networking for teachers and administrators. We work with them on how to use some of the basic business concepts of motivation, recognition, rewards, incentives, participative management, and school-based management to help all students to achieve academically. We work to try to create good practices for young people: good attendance, good grades, good self-discipline, so that, when they graduate, they will have good self-esteem. (Larson, 1992)

During the two years of its implementation, Silver Lake Regional High School has been positively influenced by the Renaissance Program, as described by

Larson. Administrators have commented that students who have never achieved or never cared to achieve have been striving to "be all that they can be." Excellence is a byword at the school.

Grades and attendance at Silver Lake have improved and the school's drop-out rate has decreased. These are reflected in specific data from the school's records and perceptions, particularly from the teachers and administrators in the school. Work attitudes, which are one of the most important components for success in school, have also improved because of the Renaissance Program.

Because of the flexibility and the amorphous structure of the Renaissance Program, it has been shown to be applicable to all students. It rewards motivated students for their successes and, at the same time, it motivates less dedicated students with incentives to improve their work and reach honor roll status. It also influences the at-risk student to achieve in small, realistic steps through the V.I.P. program. Beyond academics, it also rewards attendance, which is an attainable goal for all students. Students with a wide range of abilities, varied success rates, and different learning styles, including those with various special needs, can receive benefits from the program.

For the program to be successful, there needs to be sufficient knowledge of the program and awareness of its purpose. This is one area where there is a definite need for improvement at Silver Lake. Over a period of time, there has been a diminished awareness of the program and students have taken for granted many of

the incentives and provisions available. Students, teachers, and parents all need to be involved in the implementation and the publicity relating to the Renaissance Program. It should not be perceived as mainly an administrative program.

Teachers have commented that they appreciate the main ideas of the Renaissance Program but, at times, they have had trouble showing their support. Their involvement with the program needs to be improved and they need to use incentives in their classrooms. Examples of teacher incentives could be earned homework passes or involvement in special class privileges to be determined by the teacher. These types of incentives would reinforce the teacher's support of the program to the students and parents . There needs to be improved perceptions of teacher support for the program if it is going to continue to be effective and successful.

Improved self-esteem and improved school climate are also goals of the Renaissance Program. At Silver Lake Regional High School, there is room for more "fun" in the classroom, which could come from more teacher-created incentives. However, a more productive, more enjoyable school environment has developed in the school, especially because of the honors breakfasts and other celebrations of excellence throughout the year.

School spirit, as a whole, has improved and much of the credit has gone to the Renaissance Program. Individual success and pride has been generated and that,

in turn, has engendered a sense of mutual support among students, teachers, parents, and administrators. Participation in various school activities has increased.

Parental and community involvement are also essential aspects in a school if the Renaissance Program is going to succeed. This is still not as obvious to the students, but administrators, teachers, and parents have seen a definite increase in involvement by both parents and the community, particularly businesses. Participation in honors celebrations and the school's new volunteer program are two ways that parents are seen more often in school. Over fifty local businesses support the incentives of the Renaissance Program and benefit from the partnerships that have been established.

The Renaissance Program has the support of all groups involved in the school. People agree with its purposes philosophically and many have seen that over two years of implementation it has made a difference in the school. Almost universally, there is an expectation that not only should it be maintained but also expanded.

The concept of teacher incentives as part of the Renaissance Program was somewhat controversial. While most members of the school population felt there was a need to express appreciation to the teachers for all that they do, many felt that an incentives program was not the appropriate way and that it was somewhat unprofessional.



When asked how the Renaissance Program could be improved, there was a dearth of ideas. However, it was recommended that it can best be improved by having more teachers, parents, and, especially, students involved with both the planning and implementation of the program. This will improve awareness of the program and reinforce that it is "owned" by the whole school. Most difficult of all, is the recommendation that new and more attractive incentives and rewards be developed to maintain the motivation of the students. Creativity, along with prudent community support, will be necessary if the program is to continue to be effective and still not be a financial burden to the school.

TheodoreSizer, in Horace's School, said clearly and strongly, "Incentives are everything in the process of change." (p. 213) The Renaissance Program is, in fact, a methodology to bring about change in a high school. It gives ideas and programs to improve attendance, achievement, and drop-out rates. It shows proven ways to enhance the self-esteem of all types of students and to improve their work attitudes. It can improve school spirit and both parental and community involvement in the school. It is, indeed, a great tool for change for transforming leaders who have a vision of happier, more productive schools which seek to celebrate the excellence and accomplishments of their students.

The greatest strength of the Renaissance Program is also its greatest limitation. There is no specific set of activities that will work for every school. Because there is no dictated formula, the program is flexible and can be adapted in many ways to each school's population. Moreover, though, it is no concrete panacea

with easy directions that will lead a school to success. The Renaissance Program is a resource for creative, energetic leaders and their staffs that uses successful business concepts to bring about school improvement. Used skillfully and prudently the Renaissance Program can help bring about improved achievement, attendance, school spirit, and increased parental and community involvement.

School leaders who are considering the implementation of the Renaissance Program in their schools are encouraged to do their "homework" prior to its introduction. This preparation should include contact with the Renaissance Foundation in Minneapolis, Minnesota. For no cost, the Renaissance Foundation will provide schools with numerous ideas and examples of "Renaissance success stories" throughout the country.

The Renaissance Foundation can also provide information about specific incentives and the names of other principals who have implemented Renaissance Programs in their schools. Regional and national workshops are also available for interested school leaders. These workshops provide a philosophical and pragmatic foundation for the implementation of the Renaissance Program in a school.

Once the school has decided to look into the Renaissance Program, there needs to be a great deal of planning conducted by the principal with input from students, teachers, and parents. All three groups need to clearly understand the goals of the program and to be involved in its implementation. Incentives need to be attractive to the students and, at the same time, acceptable to teachers and parents.

Publicity within the school and throughout the community is essential to all those involved in the Renaissance Program. Students must be able to identify with the program and its rewards. Information needs to be reviewed and renewed through assemblies, posters, and, especially, in teachers' classrooms.

In the community, parents need to be kept aware of the goals and offerings of the Renaissance Program and need to encourage their sons and daughters to work towards their rewards. Businesses need to be encouraged to see the benefits of forming Renaissance partnerships with schools to help support the program financially and through their specific incentive offers. Mutual benefits need to be emphasized.

It takes a great deal of work to organize and oversee an effective Renaissance Program in a school. Through monitoring and constant renewal, it can influence achievement, attendance, and the overall atmosphere of the school.

#### Recommendations for Additional Research

This study examined the Renaissance Program in one high school. A study which uses a similar design but with more schools to develop a larger sample population could produce significantly different results.

A more in-depth study based on how students with different success rates in school, different creativity perceptions, and different learning styles react to formal incentives programs like the Renaissance Program would be of interest.

Another study could investigate gender and age attitudes in students regarding how they are influenced by incentives programs.

Another study could show ways that various schools have been able to keep the ideas of the Renaissance fresh and attractive to students in schools that have maintained the program over a number of years.

How teachers can augment and reinforce the ideas of the Renaissance Program in their classroom would also be a beneficial study.



## APPENDIX A

### SAMPLE ADMINISTRATOR INTERVIEW LETTER

Date:

Name and Address of Participant:

Dear \_\_\_\_\_:

For the past two years Silver Lake Regional High School has implemented an incentives program known as Renaissance. The program has sought to improve attendance and the academic achievement of our students during a time of tight budgets and other fiscal constraints. Activities engendered by the Renaissance Program include a Honors Breakfasts, Student Privilege Stickers, Evenings of Excellence, and the Academic Boosters Club.

I am currently engaged in research at the University of Massachusetts at Amherst. The primary goal of my research is to gather and analyze data that will determine whether the activities of an incentives program like Renaissance actually do effect student performance and morale in a school. Superintendent of Schools, Dr. Paul A. Squarcia, has given me permission to conduct a case study at Silver Lake Regional High School in order to see if Renaissance has, in fact, made an impact on the school.

The first step in the research process is to conduct a series of interviews with administrators, teachers, students, and parents. You have been selected to be interviewed on the basis of your knowledge and experiences. If you agree to an interview, I assure you that your name will not be used in any written or oral report.

I will contact you by phone next week to confirm your willingness to participate in this part of the study and to arrange an appointment for a convenient time and place for the interview.

Thank you for your cooperation.

Sincerely,

## APPENDIX B

### SAMPLE PARENT/TEACHER/STUDENT INTERVIEW LETTER

Date:

Name and Address of Participant:

Dear\_\_\_\_\_:

For the past two years Silver Lake Regional High School has implemented an incentives program known as Renaissance. The program has sought to improve attendance and the academic achievement of our students during a time of tight budgets and other fiscal constraints. Activities engendered by the Renaissance Program include a Honors Breakfasts, Student Privilege Stickers, Evenings of Excellence, and the Academic Boosters Club.

I am currently engaged in research at the University of Massachusetts at Amherst. The primary goal of my research is to gather and analyze data that will determine whether the activities of an incentives program like Renaissance actually do effect student performance and morale in a school. Superintendent of Schools, Dr. Paul A. Squarcia, has given me permission to conduct a case study at Silver Lake Regional High School in order to see if Renaissance has, in fact, made an impact on the school.

The first step in the research process is to conduct a series of interviews with teachers, students, and parents. You will be selected to be interviewed on the basis of your willingness to do so as noted in your survey. I assure you that if you are interviewed that your name will not be used in any written or oral report.

I will contact you by phone to confirm your willingness to participate in this part of the study and to arrange an appointment for a convenient time and place for the interview.

Thank you for your cooperation.

Sincerely,

## APPENDIX C

### SAMPLE SURVEY LETTER

Date:

Name and Address of participant:

Dear\_\_\_\_\_:

For the past two years Silver Lake Regional High School has implemented an incentives program known as Renaissance. The program has sought to improve attendance and the academic achievement of our students during a time of tight budgets and other fiscal constraints. Activities engendered by the Renaissance Program include a Honors Breakfasts, Student Privilege Stickers, Evenings of Excellence, and the Academic Boosters Club.

I am currently engaged in research at the University of Massachusetts at Amherst. The primary goal of my research is to gather and analyze data that will determine whether the activities of an incentives program like Renaissance actually do effect student performance and morale in a school. Superintendent of Schools, Dr. Paul A. Squarcia, has given me permission to conduct a case study at Silver Lake Regional High School in order to see if Renaissance has, in fact, made an impact on the school.

One step in the research process is the administration of a survey instrument to teachers, parents, and students who are affiliated with Silver Lake Regional High School. The survey is being given to all teachers at the high school and to a random sampling of senior students and their parents.

Although it is very important to me that you complete and return your survey, you have the right to decline to participate. Your input is critical in determining the effect of the Renaissance Program at Silver Lake Regional High School.

I assure you that your name will not be used in any written or oral report. Teachers, please place the completed survey, sealed, in the envelope provided with the survey and return it to the school's office. Parents, please place the completed survey, sealed, in the stamped, self-addressed envelope provided with the survey. Students please return your surveys to the counselor supervising this activity.

Thank you for your time and assistance.

Sincerely,

## APPENDIX D

### INTERVIEW GUIDE FOR PARENTS/TEACHERS/STUDENTS

#### Purpose of Interview:

As you know from my letter and telephone conversation, this interview is conducted as part of a research project. My interview with you will help me gather information on the effects of the Renaissance Program at Silver Lake Regional High School.

#### Ethics:

With your permission, I would like to tape record this interview to guarantee an accurate account of our conversation. I assure you that your name will not be used in any report. The tape recording will be heard only by me.

#### Topics to be Covered:

My questions will be on five main topics: 1) your knowledge about the Renaissance Program at Silver Lake Regional High School; 2) your perceptions about what impact the Renaissance Program has had on the school; 3) the strengths of the program; 4) the limitations of the program; and 5) the value in continuing the program.

Please feel free to bring up any other related topics.

#### Demographics:

1. What is your relationship to Silver Lake Regional High School?
2. How long have you been affiliated with the school?

#### Knowledge of the Renaissance Program:

3. How would you explain the Renaissance Program to someone who is new to the school?
4. What do you think are its main purposes?
5. How does the program work?
6. What are some of the incentives that the program offers to Silver Lake's students?



Impact of the Program on Silver Lake:

7. Has the Renaissance Program changed the school?
8. If so, how?
9. Has the Renaissance Program influenced community and parent participation in the school?
10. If so, how?

Strengths of the Renaissance Program:

11. What are the most positive aspects of the program?
12. What incentives are most appealing to students?
13. Has the program had a positive effect on the climate of the school? Why? Why not?

Limitations of the Program:

14. What aspects of the program have been troublesome or disappointing?
15. Are there any parts of the program that should be eliminated or de-emphasized?

The Future of the Program:

16. Should the program continue at Silver Lake?
17. What changes could make the program better at the school?

The interview is over. Thank you for your time.

## APPENDIX E

### INTERVIEW GUIDE FOR ADMINISTRATORS

#### Purpose of Interview:

As you know from my letter and telephone conversation, this interview is conducted as part of a research project. My interview with you will help me gather information on the effects of the Renaissance Program at Silver Lake Regional High School.

#### Ethics:

With your permission, I would like to tape record this interview to guarantee an accurate account of our conversation. I assure you that your name will not be used in any report. The tape recording will be heard only by me.

#### Topics to be Covered:

My questions will be on five main topics: 1) your knowledge about the Renaissance Program at Silver Lake Regional High School; 2) your perceptions about what impact the Renaissance Program has had on the school; 3) the strengths of the program; 4) the limitations of the program; and 5) the value in continuing the program.

Please feel free to bring up any other related topics.

#### Demographics:

1. What is your relationship to Silver Lake Regional High School?
2. How long have you been affiliated with the school?

#### History of the Program:

3. How did the program begin at Silver Lake Regional High School?
4. What was the administration's rationale for introducing it to the school?
5. Where there any obstacles to overcome when implementing the program?
6. Has the program lived up to its explanations?

Knowledge of the Renaissance Program:

7. How would you explain the Renaissance Program to someone who is new to the school?
8. What do you think are its main purposes?
9. How does the program work?
10. What are some of the incentives that the program offers to Silver Lake's students?

Impact of the Program on Silver Lake:

11. Has the Renaissance Program changed the school?
12. If so, how?
13. Has the Renaissance Program influenced community and parent participation in the school?
14. If so, how?

Strengths of the Renaissance Program:

15. What are the most positive aspects of the program?
16. What incentives are most appealing to students?
17. Has the program had a positive effect on the climate of the school? Why? Why not?

Limitations of the Program:

18. What aspects of the program have been troublesome or disappointing?
19. Are there any parts of the program that should be eliminated or de-emphasized?

The Future of the Program:

20. Should the program continue at Silver Lake?
21. What changes could make the program better at the school?

The interview is over. Thank you for your time.

## APPENDIX F

### STUDENT SURVEY ON SILVER LAKE'S RENAISSANCE PROGRAM

The purpose of this brief survey is to determine the opinions of the students of Silver Lake Regional High School regarding the use of the Renaissance Program, which is now in its third year of implementation in the school. You are asked to recall your attitudes about school when you were freshmen before the implementation of the Renaissance Program and compare them with your attitudes now since Renaissance has been at Silver Lake.

For each statement your task is to indicate the extent to which you agree or disagree by circling your response. There are five possible responses:

| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |
|-------------------|----------|------------|-------|----------------|
| S D               | D        | N          | A     | S A            |

Of course, there are no correct responses to the statements; the best responses are those that truly reflect your opinions or feelings.

1. The Renaissance Program has caused students to work harder in school.

| S D | D | N | A | S A |
|-----|---|---|---|-----|
|-----|---|---|---|-----|

2. The Renaissance Program has made learning more fun.

| S D | D | N | A | S A |
|-----|---|---|---|-----|
|-----|---|---|---|-----|

3. The Renaissance Program has helped most students to improve their grades.

| S D | D | N | A | S A |
|-----|---|---|---|-----|
|-----|---|---|---|-----|

4. The Renaissance Program has not had any effects on my attitude toward school.

| S D | D | N | A | S A |
|-----|---|---|---|-----|
|-----|---|---|---|-----|

5. The Renaissance Program has made learning easier.

| S D | D | N | A | S A |
|-----|---|---|---|-----|
|-----|---|---|---|-----|

6. I think the rewards in the Renaissance Program are worth trying for.

| S D | D | N | A | S A |
|-----|---|---|---|-----|
|-----|---|---|---|-----|

7. Teachers in my school support the Renaissance Program.

| S D | D | N | A | S A |
|-----|---|---|---|-----|
|-----|---|---|---|-----|



8. Most students are aware of the incentives and privileges available through the Renaissance Program.

SD                      D                      N                      A                      S A

9. Teachers should also receive incentives as part of the Renaissance Program.

SD                      D                      N                      A                      S A

10. The Renaissance Program has helped students to enjoy school more.

SD                      D                      N                      A                      S A

11. The Renaissance Program takes up too much school time and effort.

SD                      D                      N                      A                      S A

12. The Renaissance Program only helps students who are already doing well in school.

SD                      D                      N                      A                      S A

13. The Renaissance Program has caused the community to be more involved in the schools.

SD                      D                      N                      A                      S A

14. The Renaissance Program has caused more parents to be involved in the school.

SD                      D                      N                      A                      S A

15. The Renaissance Program should not provide rewards for students who already do well in school.

SD                      D                      N                      A                      S A

16. The Renaissance program has caused there to be more school spirit.

SD                      D                      N                      A                      S A

17. The Renaissance Program has not had any effect on how hard I try in school.

SD                      D                      N                      A                      S A

18. Most parents strongly support the Renaissance Program.

SD                      D                      N                      A                      S A

19. Many teachers have their own rewards that they give to students who are doing well in school.

SD D N A SA

20. The Renaissance Program only helps students who are not doing well in school.

SD D N A SA

21. Students are less likely to drop out of high school as a result of the Renaissance Program.

SD D N A SA

22. Teachers in my school make students aware of the rewards they can receive from the Renaissance Program.

SD D N A SA

23. The rewards in the Renaissance Program need to be much better.

SD D N A SA

24. I have attended school more often because of the Renaissance Program.

SD D N A SA

25. I strongly support the Renaissance Program.

SD D N A SA

26. I am currently doing well in school.

SD D N A SA

27. I consider myself to be more creative than the average student.

SD D N A SA

28. What do you believe are the main benefits of the Renaissance Program at Silver Lake Regional High School?

29. What do you believe are the greatest problems or limitations of the Renaissance Program at Silver Lake Regional High School?
30. What suggestions do you have to improve the Renaissance Program at Silver Lake Regional High School?
31. What suggestions do you have to expand the Renaissance Program to include more teachers' incentives?
32. Have you received a benefit from the Renaissance Program in past two years? If so, what did you receive? Do you expect to receive benefits from the program this year? Why? Why not?
33. Would you be willing to participate in an interview regarding the Renaissance Program?

YES            NO

If your response is yes, please separate the attached piece of paper, put your name on it, and check off your basic attitude towards the Renaissance Program. Interviewees will be chosen from both groups in order to give a balanced presentation of perceptions of the Renaissance Program at Silver Lake. Please pass in this paper when you return your survey.

Thank you for taking the time to participate in this study.

Please return the completed survey to the guidance counselor who is administering this survey .

## APPENDIX G

### TEACHER SURVEY ON SILVER LAKE'S RENAISSANCE PROGRAM

The purpose of this brief survey is to determine the opinions of the teachers of Silver Lake Regional High School regarding the use of the Renaissance Program, which is now in its third year of implementation in the school.

For each statement your task is to indicate the extent to which you agree or disagree by circling your response. There are five possible responses:

|                   |          |            |       |                |
|-------------------|----------|------------|-------|----------------|
| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |
| S D               | D        | N          | A     | S A            |

Of course, there are no correct responses to the statements; the best responses are those that truly reflect your opinions or feelings.

1. The Renaissance Program has caused students to work harder in school.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

2. The Renaissance Program has made teaching more fun.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

3. The Renaissance Program has helped most students to improve their grades.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

4. The Renaissance program has not had any effect on the students' attitudes toward school.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

5. Teaching has become easier as a result of the Renaissance Program.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

6. Most students think the rewards in the Renaissance Program are worth trying for.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

7. Most teachers support the Renaissance Program.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|



8. Most students have not heard of the incentives and privileges of the Renaissance Program.

S D                      D                      N                      A                      S A

9. Teachers should also receive incentives as part of the Renaissance Program.

S D                      D                      N                      A                      S A

10. The Renaissance Program has helped students to enjoy school more.

S D                      D                      N                      A                      S A

11. The Renaissance Program takes up too much school time and effort.

S D                      D                      N                      A                      S A

12. The Renaissance Program only helps students who are already doing well in school.

S D                      D                      N                      A                      S A

13. The Renaissance Program has caused the community to be more involved in the school.

S D                      D                      N                      A                      S A

14. The Renaissance Program has caused parents to be more involved in the school.

S D                      D                      N                      A                      S A

15. The Renaissance Program should not provide rewards for students who already do well in school.

S D                      D                      N                      A                      S A

16. The Renaissance Program has caused there to be more school spirit.

S D                      D                      N                      A                      S A

17. The Renaissance Program has not had any effect on how hard students try in school.

S D                      D                      N                      A                      S A

18. Most parents strongly support the Renaissance Program.

S D                      D                      N                      A                      S A

19. Many teachers have their own rewards that they give to students who do well in their classes.

S D                      D                      N                      A                      S A

20. The Renaissance Program only helps students who are not doing well in school.

S D                      D                      N                      A                      S A

21. Students are less likely to drop out of high school as a result of the Renaissance Program.

S D                      D                      N                      A                      S A

22. Most teachers make students aware of the rewards they can receive from the Renaissance Program.

S D                      D                      N                      A                      S A

23. The rewards in the Renaissance Program need to be much better.

S D                      D                      N                      A                      S A

24. Because of the incentives of the Renaissance Program students have attended school more often.

S D                      D                      N                      A                      S A

25. I strongly support the Renaissance Program.

S D                      D                      N                      A                      S A

26. What do you believe are the main benefits of the Renaissance Program at Silver Lake Regional High School?

27. What do you believe are the greatest problems or limitations of the Renaissance Program at Silver Lake Regional High School?

28. What suggestions do you have to improve the effectiveness of the Renaissance Program at Silver Lake Regional High School?

29. What suggestions do you have to expand the Renaissance Program to include more teachers' incentives?

30. Do you expect that most students in your classes will be able to receive some benefit from the Renaissance Program this year? Why? Why not?

31. Would you be willing to participate in an interview regarding the Renaissance Program?

YES

NO

If your response is yes, please separate the attached piece of paper, put your name on it, and check off your basic attitude towards the Renaissance Program. Interviewees will be chosen from both groups in order to give a balanced presentation of perceptions of the Renaissance Program at Silver Lake. Please pass in this paper when you return your survey.

Thank you for taking the time to participate in this study . Please return the completed survey to the school's office by \_\_\_\_\_.

## APPENDIX H

### PARENT SURVEY ON SILVER LAKE'S RENAISSANCE PROGRAM

The purpose of this brief survey is to determine the opinions of the parents of Silver Lake Regional High School regarding the use of the Renaissance Program, which is now in its third year of implementation in the school. Please compare your child's attitudes as a freshmen before Renaissance with his/her current attitudes about school since Renaissance has been implemented.

For each statement your task is to indicate the extent to which you agree or disagree by circling your response. There are five possible responses:

| Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |
|-------------------|----------|------------|-------|----------------|
| S D               | D        | N          | A     | S A            |

Of course, there are no correct responses to the statements; the best responses are those that truly reflect your opinions or feelings.

1. The Renaissance Program has caused my son or daughter to work harder in school.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

2. The Renaissance Program has made learning for my child more enjoyable.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

3. The Renaissance Program has helped my son or daughter improve his/her grades.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

4. The Renaissance program has not had any effect on my child's attitudes toward school.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

5. My child has become more motivated to succeed in school as a result of the Renaissance Program.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|

6. Most students think the rewards in the Renaissance Program are worth trying for.

|     |   |   |   |     |
|-----|---|---|---|-----|
| S D | D | N | A | S A |
|-----|---|---|---|-----|



7. Most teachers support the Renaissance Program.

S D                      D                      N                      A                      S A

8. Most students have not heard of the incentives and privileges of the Renaissance Program.

S D                      D                      N                      A                      S A

9. Teachers should also receive incentives as part of the Renaissance Program.

S D                      D                      N                      A                      S A

10. The Renaissance Program has helped students to enjoy school more.

S D                      D                      N                      A                      S A

11. The Renaissance Program takes up too much school time and effort.

S D                      D                      N                      A                      S A

12. The Renaissance Program only helps students who are already doing well in school.

S D                      D                      N                      A                      S A

13. The Renaissance Program has caused the community to be more involved in the school.

S D                      D                      N                      A                      S A

14. The Renaissance Program has caused parents to be more involved in the school.

S D                      D                      N                      A                      S A

15. The Renaissance Program should not provide rewards for students who already do well in school.

S D                      D                      N                      A                      S A

16. The Renaissance Program has caused there to be more school spirit.

S D                      D                      N                      A                      S A

17. The Renaissance Program has not had any effect on how hard my child tries in school.

S D                      D                      N                      A                      S A

18. Most parents strongly support the Renaissance Program.

S D                      D                      N                      A                      S A

19. Many teachers have their own rewards that they give to students who do well in their classes.

S D                      D                      N                      A                      S A

20. The Renaissance Program only helps students who are not doing well in school.

S D                      D                      N                      A                      S A

21. Students are less likely to drop out of high school as a result of the Renaissance Program.

S D                      D                      N                      A                      S A

22. I am aware of the rewards students can receive from the Renaissance Program.

S D                      D                      N                      A                      S A

23. The rewards in the Renaissance Program need to be much better.

S D                      D                      N                      A                      S A

24. Because of the incentives of the Renaissance Program students have attended school more often.

S D                      D                      N                      A                      S A

25. I strongly support the Renaissance Program.

S D                      D                      N                      A                      S A

26. What do you believe are the main benefits of the Renaissance Program at Silver Lake Regional High School?

27. What do you believe are the greatest problems or limitations of the Renaissance Program at Silver Lake Regional High School?

28. What suggestions do you have to improve the effectiveness of the Renaissance Program at Silver Lake Regional High School?

29. What suggestions do you have to expand the Renaissance Program to include more teachers' incentives?

30. Has your child received a benefit from the Renaissance Program in past years? If so, what did he/she receive? Do you expect him/her to receive benefits from the program this year? Why? Why not?

31. Would you be willing to participate in an interview regarding the Renaissance Program?

YES      NO

If your response is yes, please separate the attached piece of paper, put your name on it, and check off your basic attitude towards the Renaissance Program. Interviewees will be chosen from both groups in order to give a balanced presentation of perceptions of the Renaissance Program at Silver Lake. Please pass in this paper when you return your survey.

Thank you for taking the time to participate in this study. Please return the completed survey in the attached envelope by \_\_\_\_\_.

## APPENDIX I

### FORM TO ASCERTAIN SURVEY PARTICIPANT'S WILLINGNESS TO BE INTERVIEWED

If you are willing to participate in a more in-depth interview regarding the Renaissance Program, please detach this paper from your questionnaire and complete the following information:

Name \_\_\_\_\_.

Check one:

\_\_\_\_\_ I am basically happy with the Renaissance  
Program currently in place at Silver Lake.

\_\_\_\_\_ I have reservations about the program and / or  
I have suggestions that could improve the  
program.

Please hand in this paper when you return your survey. Thank you in advance for your willingness to be interviewed.



APPENDIX J  
RESULTS OF STUDENT SURVEYS

|     | SD | %    | D  | %    | N  | %    | A  | %    | SA | %    | MEAN | S.D. |
|-----|----|------|----|------|----|------|----|------|----|------|------|------|
| 1.  | 6  | 7.5  | 15 | 18.8 | 25 | 31.3 | 32 | 40.0 | 2  | 2.5  | 3.11 | 0.99 |
| 2.  | 4  | 5.0  | 12 | 15.0 | 32 | 40.0 | 29 | 36.2 | 3  | 3.7  | 3.19 | 0.92 |
| 3.  | 5  | 6.3  | 23 | 28.7 | 27 | 33.7 | 21 | 26.2 | 4  | 5.0  | 2.95 | 1.01 |
| 4.  | 8  | 10.0 | 25 | 31.3 | 8  | 10.0 | 30 | 37.5 | 9  | 11.2 | 3.09 | 1.25 |
| 5.  | 6  | 7.5  | 34 | 42.5 | 23 | 28.7 | 14 | 17.5 | 3  | 3.7  | 2.68 | 0.98 |
| 6.  | 1  | 1.2  | 8  | 10.0 | 8  | 10.0 | 48 | 60.0 | 15 | 18.8 | 3.85 | 0.89 |
| 7.  | 0  | 0.0  | 7  | 8.7  | 16 | 20.0 | 49 | 61.2 | 8  | 10.0 | 3.73 | 0.76 |
| 8.  | 7  | 8.7  | 19 | 23.7 | 12 | 15.0 | 36 | 45.0 | 6  | 7.5  | 3.19 | 1.15 |
| 9.  | 2  | 2.5  | 5  | 6.3  | 31 | 38.7 | 40 | 50.0 | 2  | 2.5  | 3.44 | 0.76 |
| 10. | 6  | 7.5  | 23 | 28.7 | 23 | 28.7 | 25 | 31.3 | 3  | 3.7  | 2.95 | 1.03 |
| 11. | 1  | 1.2  | 0  | 0.0  | 10 | 12.5 | 42 | 52.5 | 27 | 33.7 | 4.18 | 0.74 |
| 12. | 2  | 2.5  | 11 | 13.7 | 10 | 12.5 | 44 | 55.0 | 13 | 16.2 | 3.69 | 0.99 |
| 13. | 4  | 5.0  | 21 | 26.2 | 35 | 43.8 | 18 | 22.5 | 2  | 2.5  | 2.91 | 0.89 |
| 14. | 7  | 8.7  | 26 | 32.5 | 27 | 33.7 | 18 | 22.5 | 2  | 2.5  | 2.78 | 0.98 |
| 15. | 2  | 2.5  | 4  | 5.0  | 12 | 15.0 | 41 | 51.2 | 21 | 26.2 | 3.94 | 0.92 |
| 16. | 3  | 3.7  | 15 | 18.8 | 26 | 32.5 | 26 | 32.5 | 10 | 12.5 | 3.31 | 1.04 |
| 17. | 5  | 6.3  | 23 | 28.7 | 19 | 23.7 | 22 | 27.5 | 11 | 13.7 | 3.14 | 1.17 |
| 18. | 1  | 1.2  | 8  | 10.0 | 35 | 43.8 | 28 | 35.0 | 8  | 10.0 | 3.43 | 0.85 |
| 19. | 5  | 6.3  | 36 | 45.0 | 14 | 17.5 | 23 | 28.7 | 2  | 2.5  | 2.76 | 1.02 |
| 20. | 0  | 0.0  | 2  | 2.5  | 5  | 6.3  | 48 | 60.0 | 25 | 31.3 | 4.20 | 0.66 |
| 21. | 5  | 6.3  | 26 | 32.5 | 34 | 42.5 | 14 | 17.5 | 1  | 1.2  | 2.75 | 0.86 |
| 22. | 8  | 10.0 | 28 | 35.0 | 26 | 32.5 | 17 | 21.2 | 1  | 1.2  | 2.87 | 0.96 |
| 23. | 0  | 0.0  | 17 | 21.2 | 28 | 35.0 | 29 | 36.2 | 6  | 7.5  | 3.30 | 0.89 |
| 24. | 5  | 6.3  | 39 | 48.7 | 22 | 27.5 | 10 | 12.5 | 4  | 5.0  | 2.61 | 0.96 |
| 25. | 1  | 1.2  | 2  | 2.5  | 18 | 22.5 | 38 | 47.5 | 21 | 26.2 | 3.95 | 0.84 |
| 26. | 1  | 1.0  | 7  | 9.0  | 8  | 10.0 | 52 | 65.0 | 12 | 15.0 | 3.81 | 1.26 |
| 27. | 0  | 0.0  | 16 | 20.0 | 24 | 30.0 | 32 | 40.0 | 8  | 10.0 | 3.40 | 0.76 |

APPENDIX K  
RESULTS OF TEACHER SURVEYS

|     | SD | %   | D  | %    | N  | %    | A  | %    | SA | %    | MEAN | S.D. |
|-----|----|-----|----|------|----|------|----|------|----|------|------|------|
| 1.  | 0  | 0.0 | 21 | 28.8 | 8  | 11.0 | 40 | 54.8 | 4  | 5.5  | 3.37 | 0.97 |
| 2.  | 0  | 0.0 | 25 | 34.2 | 26 | 35.6 | 20 | 27.4 | 2  | 2.7  | 2.99 | 0.86 |
| 3.  | 1  | 1.4 | 26 | 35.6 | 15 | 20.5 | 27 | 37.0 | 4  | 5.5  | 3.10 | 1.00 |
| 4.  | 0  | 0.0 | 7  | 9.6  | 7  | 9.6  | 44 | 60.3 | 15 | 20.5 | 3.92 | 0.83 |
| 5.  | 1  | 1.4 | 36 | 49.3 | 20 | 27.4 | 15 | 20.5 | 1  | 1.4  | 2.71 | 0.86 |
| 6.  | 0  | 0.0 | 10 | 13.7 | 8  | 11.0 | 45 | 61.6 | 10 | 13.7 | 3.75 | 0.86 |
| 7.  | 0  | 0.0 | 1  | 1.4  | 7  | 9.6  | 48 | 65.8 | 17 | 23.3 | 4.11 | 0.61 |
| 8.  | 2  | 2.7 | 6  | 8.2  | 2  | 2.7  | 36 | 49.3 | 27 | 37.0 | 4.10 | 0.99 |
| 9.  | 3  | 4.1 | 12 | 16.4 | 12 | 16.4 | 41 | 56.2 | 5  | 6.8  | 3.45 | 0.99 |
| 10. | 0  | 0.0 | 16 | 21.9 | 19 | 26.0 | 36 | 49.3 | 2  | 2.7  | 3.33 | 0.85 |
| 11. | 0  | 0.0 | 3  | 4.1  | 4  | 5.5  | 43 | 58.9 | 23 | 31.5 | 4.18 | 0.71 |
| 12. | 2  | 2.7 | 13 | 17.8 | 5  | 6.8  | 39 | 53.4 | 14 | 19.2 | 3.69 | 1.07 |
| 13. | 0  | 0.0 | 11 | 15.1 | 18 | 24.7 | 40 | 54.8 | 4  | 5.5  | 3.51 | 0.82 |
| 14. | 0  | 0.0 | 7  | 9.6  | 16 | 21.9 | 46 | 63.0 | 4  | 5.5  | 3.64 | 0.73 |
| 15. | 0  | 0.0 | 1  | 1.4  | 3  | 4.1  | 40 | 54.8 | 29 | 39.7 | 4.33 | 0.63 |
| 16. | 0  | 0.0 | 10 | 13.7 | 14 | 19.2 | 42 | 57.5 | 7  | 9.6  | 3.63 | 0.84 |
| 17. | 0  | 0.0 | 7  | 9.6  | 9  | 12.3 | 46 | 63.0 | 11 | 15.1 | 3.84 | 0.80 |
| 18. | 0  | 0.0 | 6  | 8.2  | 37 | 50.7 | 26 | 35.6 | 4  | 5.5  | 3.38 | 0.72 |
| 19. | 1  | 1.4 | 16 | 21.9 | 15 | 20.5 | 38 | 52.1 | 3  | 4.1  | 3.36 | 0.92 |
| 20. | 0  | 0.0 | 1  | 1.4  | 2  | 2.7  | 52 | 71.2 | 18 | 24.7 | 4.19 | 0.54 |
| 21. | 3  | 4.1 | 25 | 34.2 | 22 | 30.1 | 22 | 30.1 | 1  | 1.4  | 2.90 | 0.93 |
| 22. | 1  | 1.4 | 30 | 41.1 | 22 | 30.1 | 19 | 26.0 | 1  | 1.4  | 2.85 | 0.88 |
| 23. | 1  | 1.4 | 36 | 49.3 | 13 | 17.8 | 21 | 28.8 | 2  | 2.7  | 2.82 | 0.96 |
| 24. | 1  | 1.4 | 10 | 13.7 | 23 | 31.5 | 36 | 49.3 | 3  | 4.1  | 3.41 | 0.83 |
| 25. | 0  | 0.0 | 2  | 2.7  | 3  | 4.1  | 40 | 54.8 | 28 | 38.4 | 4.29 | 0.68 |

APPENDIX L  
RESULTS OF PARENT SURVEYS

|     | SD | %   | D  | %    | N  | %    | A  | %    | SA | %    | MEAN | S.D. |
|-----|----|-----|----|------|----|------|----|------|----|------|------|------|
| 1.  | 1  | 2.3 | 10 | 23.3 | 6  | 14.0 | 22 | 51.2 | 4  | 9.3  | 3.42 | 1.03 |
| 2.  | 3  | 7.0 | 6  | 14.0 | 6  | 14.0 | 28 | 65.1 | 0  | 0.0  | 3.37 | 0.98 |
| 3.  | 1  | 2.3 | 12 | 27.9 | 10 | 23.3 | 20 | 46.5 | 0  | 0.0  | 3.14 | 0.92 |
| 4.  | 2  | 4.7 | 13 | 30.2 | 5  | 11.6 | 18 | 41.9 | 5  | 11.6 | 3.26 | 1.16 |
| 5.  | 3  | 7.0 | 7  | 16.3 | 8  | 18.6 | 21 | 41.8 | 4  | 9.3  | 3.37 | 1.10 |
| 6.  | 1  | 2.0 | 0  | 0.0  | 11 | 25.6 | 27 | 62.8 | 4  | 9.3  | 3.77 | 0.72 |
| 7.  | 0  | 0.0 | 0  | 0.0  | 9  | 20.9 | 27 | 62.8 | 7  | 16.3 | 3.95 | 0.62 |
| 8.  | 0  | 0.0 | 2  | 4.7  | 5  | 11.6 | 22 | 51.2 | 14 | 32.6 | 4.12 | 0.80 |
| 9.  | 3  | 7.0 | 12 | 27.9 | 16 | 37.2 | 6  | 14.0 | 6  | 14.0 | 3.00 | 1.13 |
| 10. | 3  | 7.0 | 6  | 14.0 | 11 | 25.6 | 21 | 48.8 | 2  | 4.7  | 3.30 | 1.01 |
| 11. | 0  | 0.0 | 0  | 0.0  | 10 | 23.3 | 9  | 20.9 | 24 | 55.8 | 4.33 | 0.84 |
| 12. | 0  | 0.0 | 3  | 7.0  | 6  | 14.0 | 18 | 41.9 | 16 | 37.2 | 4.10 | 0.90 |
| 13. | 0  | 0.0 | 3  | 7.0  | 13 | 30.2 | 22 | 51.2 | 5  | 11.6 | 3.67 | 0.78 |
| 14. | 0  | 0.0 | 12 | 27.9 | 15 | 34.9 | 16 | 37.2 | 0  | 0.0  | 3.09 | 0.81 |
| 15. | 0  | 0.0 | 0  | 0.0  | 0  | 0.0  | 23 | 53.5 | 20 | 46.5 | 4.47 | 0.51 |
| 16. | 1  | 2.3 | 2  | 4.7  | 13 | 30.2 | 22 | 51.2 | 5  | 11.6 | 3.65 | 0.84 |
| 17. | 2  | 4.7 | 10 | 23.3 | 0  | 0    | 24 | 55.8 | 7  | 16.3 | 3.56 | 1.16 |
| 18. | 0  | 0.0 | 3  | 7.0  | 13 | 30.2 | 23 | 53.5 | 4  | 9.3  | 3.65 | 0.75 |
| 19. | 0  | 0.0 | 18 | 41.9 | 17 | 39.5 | 8  | 18.6 | 0  | 0.0  | 2.77 | 0.75 |
| 20. | 0  | 0.0 | 0  | 0.0  | 4  | 9.3  | 30 | 69.8 | 9  | 20.9 | 4.12 | 0.54 |
| 21. | 2  | 4.7 | 14 | 32.6 | 11 | 25.6 | 14 | 32.6 | 2  | 4.7  | 3.00 | 1.02 |
| 22. | 0  | 0.0 | 1  | 2.3  | 2  | 4.7  | 35 | 81.4 | 5  | 11.6 | 4.02 | 0.51 |
| 23. | 0  | 0.0 | 21 | 48.8 | 9  | 20.9 | 12 | 27.9 | 1  | 2.3  | 2.84 | 0.92 |
| 24. | 0  | 0.0 | 4  | 9.3  | 18 | 41.9 | 19 | 44.2 | 2  | 4.7  | 3.44 | 0.73 |
| 25. | 0  | 0.0 | 2  | 4.7  | 3  | 7.0  | 22 | 51.2 | 16 | 37.2 | 4.21 | 0.77 |

APPENDIX M  
RESULTS OF TOTAL SURVEYS

|     | SD | %   | D  | %    | N  | %    | A   | %    | SA | %    | MEAN | S.D. |
|-----|----|-----|----|------|----|------|-----|------|----|------|------|------|
| 1.  | 7  | 3.6 | 46 | 23.5 | 39 | 19.9 | 94  | 48.0 | 10 | 5.1  | 3.28 | 0.99 |
| 2.  | 7  | 3.6 | 43 | 21.9 | 64 | 32.7 | 77  | 39.3 | 5  | 2.6  | 3.15 | 0.91 |
| 3.  | 7  | 3.6 | 61 | 31.1 | 52 | 26.5 | 68  | 34.7 | 8  | 4.1  | 3.05 | 0.99 |
| 4.  | 10 | 5.1 | 45 | 23.0 | 20 | 10.2 | 92  | 46.9 | 29 | 14.8 | 3.43 | 1.14 |
| 5.  | 10 | 5.1 | 77 | 39.3 | 51 | 26.0 | 50  | 25.5 | 8  | 4.1  | 2.84 | 1.00 |
| 6.  | 2  | 1.0 | 18 | 9.2  | 27 | 13.8 | 120 | 61.2 | 29 | 14.8 | 3.80 | 0.84 |
| 7.  | 0  | 0.0 | 8  | 4.1  | 32 | 16.3 | 124 | 63.3 | 32 | 16.3 | 3.92 | 0.70 |
| 8.  | 9  | 4.6 | 27 | 13.8 | 19 | 9.7  | 94  | 48.0 | 47 | 24.0 | 3.73 | 1.11 |
| 9.  | 8  | 4.1 | 29 | 14.8 | 59 | 30.1 | 87  | 44.6 | 13 | 6.6  | 3.35 | 0.95 |
| 10. | 9  | 4.6 | 45 | 23.0 | 53 | 27.0 | 82  | 41.8 | 7  | 3.6  | 3.17 | 0.97 |
| 11. | 1  | 0.5 | 3  | 1.5  | 24 | 12.2 | 94  | 48.0 | 74 | 37.8 | 4.21 | 0.59 |
| 12. | 4  | 2.0 | 27 | 13.8 | 21 | 10.7 | 101 | 51.5 | 43 | 21.9 | 3.78 | 1.01 |
| 13. | 4  | 2.0 | 35 | 17.9 | 66 | 33.7 | 80  | 40.8 | 11 | 5.6  | 3.30 | 0.90 |
| 14. | 7  | 3.6 | 45 | 23.0 | 58 | 29.6 | 80  | 40.8 | 6  | 3.1  | 3.17 | 0.94 |
| 15. | 2  | 1.0 | 5  | 2.6  | 15 | 17.7 | 104 | 53.1 | 70 | 35.7 | 4.20 | 0.77 |
| 16. | 4  | 2.0 | 27 | 13.8 | 53 | 27.0 | 90  | 45.9 | 22 | 11.2 | 3.51 | 0.93 |
| 17. | 7  | 3.6 | 40 | 20.4 | 28 | 14.3 | 92  | 46.9 | 29 | 14.8 | 3.49 | 1.09 |
| 18. | 1  | 0.5 | 17 | 8.7  | 85 | 43.4 | 77  | 39.3 | 16 | 8.2  | 3.46 | 0.79 |
| 19. | 6  | 3.1 | 70 | 35.7 | 46 | 23.5 | 69  | 35.2 | 5  | 2.6  | 2.99 | 0.97 |
| 20. | 0  | 0.0 | 3  | 1.5  | 11 | 5.6  | 120 | 66.3 | 52 | 26.5 | 4.18 | 0.59 |
| 21. | 10 | 5.1 | 65 | 33.2 | 67 | 34.2 | 50  | 25.5 | 4  | 2.0  | 2.86 | 0.94 |
| 22. | 9  | 4.6 | 59 | 30.1 | 50 | 25.5 | 71  | 36.2 | 7  | 3.6  | 3.04 | 0.99 |
| 23. | 1  | 0.5 | 74 | 37.8 | 50 | 25.5 | 62  | 31.6 | 9  | 4.6  | 3.02 | 0.94 |
| 24. | 6  | 3.1 | 53 | 27.0 | 63 | 32.1 | 65  | 33.2 | 9  | 4.6  | 3.09 | 0.95 |
| 25. | 1  | 0.5 | 6  | 3.1  | 24 | 12.2 | 100 | 51.0 | 65 | 33.2 | 4.13 | 0.78 |



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